DOCUMENT RESUME

ED 066 857 EC 042 987

TITLE	Improving Teacher Skills at Pupil Assessment.
SPONS AGENCY	New York State Education Dept., Albany. Div. for Handicapped Children.; New York State Education Dept., Albany. Special Education Instructional Materials Center.
PUB DATE	May 72
NOTE	260p.; Proceedings of Special Study Institute, May 3-5, 1972, Binghamton, New York
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	*Ability Identification; *Academic Ability; Behavior Change; Conference Reports; *Exceptional Child Research; *Handicapped Children; Institutes (Training Programs); *Instructional Materials; Perceptual Motor Learning; Teacher Education; Testing

ABSTRACT

Presented are 14 papers from an institute intended to provide teachers with exposure to various methods of pupil assessment and materials to use once a student profile is developed. Papers generally include an outline of the topic discussed followed by samples of the instructional materials presented. An overview of an itinerant learning disabilities training and service model points out that a key feature of the program is a materials retrieval system. Assessing and training perceptual motor processes and perceptual materials and techniques are then discussed. Formal and informal testing for oral and silent reading is covered, followed by explanation of the writing of instructional behavioral objectives. Explanation of mathematics instructional materials and techniques precedes coverage of prescription process and prescription writing and a short paper on administration and scoring of an informal skills tests. A lengthy paper then provides instructions for parents to implement behavior modification programs with their children. The next topic is instructional material and teaching techniques, especially in relationship to reading, which is followed by short papers on Q sort, using readability measures, participant administration of an informal skill test, and task analysis, respectively. (CB)

ED 066857

Proceedings of:

FILMED FROM BEST AVAILABLE COPY

"IMPROVING TEACHER SKILLS at PUPIL ASSESSMENT"

May 3-4-5, 1972

EC 042 987E

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Special Studies Institute
Funded Through
PL 91-230

SPECIAL STUDY INSTITUTE

"Improving Teacher Skills at Pupil Assessment"

May 3-4-5, 1972

Sheraton Inn

Binghamton, N.Y.

Co-Sponsored By

The University of the State of New York

The State Education Department

Division of Handicapped Children

Regional SEIMC Center, Albany

and

Broome-Tioga BOCES

Special Studies Institute
Funded through
PL 91-230

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University

1984	Joseph W. McGovern, A.B.,LL.B.,L.H.D.,LL.D.,D.C.L. Chancellor	New York
1985	Everett J. Penny, B.C.S.,D.C.S., Vice Chancellor	White Plai
1978	Alexander J. Allan, Jr.,LL.D., Litt.D.	Troy
1973	Charles W. Millard, Jr., A.B.,LL.D.,L.H.D.	Buffalo
1972	Carl H. Pforzheimer, Jr., A.B.,M.B.A.,D.C.S.,H.H.D.	Purchase
1975	Edward M. M. Warburg, B.S.,L.H.D.	New York
1977	Joseph T. King, LL.B.	Queens
1974	Joseph C. Indelicato, M.D.	Brooklyn
1976	Mrs. Helen B. Power, A.B.,Litt. D.,L.H.D.,LL.D.	Rochester
1979	Francis W. McGinley, B.S.,LL.B.,LL.D.	Glens Falls
1980	Max J. Rubin, LL.B.,L.H.D.	New York
1986	Kenneth B. Clark, A.B.,M.S.,Ph.D.,LL.D.	Hastings on Hudson
1982	Stephen K. Bailey, A.B.,B.A.,M.A.,Ph.D.,LL.D.	Syracuse
1983	Harold E. Newcomb, B.A.	Owego
1981	Theodore M. Black, A.B.	Sands Point

President of the University and Commissioner of Education
Ewald B. Nyquist

Executive Depty Commissioner of Education
Gordon M. Ambach

Deputy Commissioner for Elementary, Secondary, and Continuing Education
Thomas D. Sheldon

Associate Commissioner for Instructional Services
Phillip B. Langworthy

Assistant Commissioner for School Services
Leo A. Soucy

Assistant Director, Division for Handicapped Children and State Director of SEIMC
Raphael F. Simches

TABLE OF CONTENTS

TITLE PAGE . . . . . .

PREFACE. 1

PURPOSE. 3

PLANNING COMMITTEE 5

INSTITUTE STAFF. 5

PARTICIPANTS 7-10

PROGRAM SCHEDULE 11-12

GREETINGS. 13-15

KEYNOTE - OVERVIEW OF AN ITINERANT LEARNING DISABILITIES . . . .
TRAINING AND SERVICE MODEL 17-31

ASSESSING AND TRAINING PERCEPTUAL MOTOR PROCESS. 33-54

PERCEPTUAL MATERIALS AND TECHNIQUES. 55-74

FORMAL AND INFORMAL TESTING. 75-92

WRITING BEHAVIORAL OBJECTIVES. 93-106

MATH INSTRUCTIONAL MATERIALS AND TECHNIQUES. 107-126

PRESCRIPTIVE PROCESS 127-160

ADMINISTRATION AND SCORING OF THE EMC INFORMAL SKILLS TEST . . . 161-163

BEHAVIOR MODIFICATION: PARENT PROGRAMS. 163-221

INSTRUCTIONAL MATERIAL AND TEACHING TECHNIQUES 223-238

Q. SORT. 249-258

HOW TO USE READABILITY MEASURES. 261-262

PARTICIPANT ADMINISTRATION OF THE EMC INFORMAL SKILL TEST. . . . 263

TASK ANAYSIS 265

PREFACE

This institute was an attempt to provide teachers with exposure to varying methods of pupil assessment and materials to use once a student profile is developed.

It was co-sponsored by the New York State Education Department, Division for Handicapped Children and the Board of Cooperative Educational Services - Broome, Tioga, Delaware.

After 3 days the participants could see the value of proper pupil assessment and coordinated materials to fit that assessment. They learned that there are evaluative measures that are not time consuming and can be administered by the teacher.

Participation was of prime importance throughout the institute and therefore speeches by our consultants were non-existent. Each session was a work session, so after a brief introduction of the topic the participants were involved in the use or review of the materials and tests presented.

The format for the proceedings will include an outline of the topic followed by samples of the materials presented. There were so many materials that only samples are provided here-in. The others will all be on file in the Regional SEIMC in Albany.

These proceedings can provide an easy guide for teachers and educators to tests that can be used in developing an individual prescription for a student and the materials needed to assist in that prescription.

PURPOSE

The purpose of this Special Study Institute was to provide teachers of handicapped children with skills in assessing handicapped children's learning problems in order to lead them to remedial techniques, activities and instructional materials. In order to help the teacher in this selection of appropriate instructional materials for handicapped children, it would be necessary to have information on curricular objectives of the teacher with individual children. Before a teacher should set these objectives and plan a child's curriculum, the teacher should have information on the nature of the learning problems that would come from an appropriate assessment of the child's strengths and weaknesses, abilities and disabilities. Too often teachers of handicapped children have available to them diagnostic information from health and medical, social work and psychological sources, but they contribute only to labeling the child than provide the teacher with important clues that would lead to a description of remedial activities and materials.

Through a three-day Institute concerning teacher administered assessment techniques and instruments, the teachers of handicapped children should also learn to appreciate their limitations and know when to seek more refined diagnostic services for a child. However, on the practical, classroom, teaching-learning situation, a teacher's knowledge of the assessment of a child's learning strength and weaknesses will contribute greatly to that teacher's curriculum planning, lesson planning, and selection of instructional materials for the education of each handicapped child for which he is responsible.

PLANNING COMMITTEE

NEW YORK STATE EDUCATION DEPARTMENT

Division for Handicapped Children

Raphael F. Simches, Assistant Director

Regional Special Education Instructional Materials Center

Maurice Olson, Chief
James Murrillo, Associate

Board of Cooperative Educational Services - Broome, Tioga, Delaware

Lyle Green, Coordinator of Special Class Services

Institute Staff

Director: Lyle Green

Coordinator: James Murrillo

Consultants: Dr. Dolph Welch, Director
EPDA Project and Comprehensive Special Services Cooperative
Educational Modulation Center
Olatha, Kansas

Mrs. Doris Welch, M.S.
Coordinator of Prescriptive Materials Laboratory
Chief Instructor, EPDA
Educational Modulation Center
Olatha, Kansas

Dr. Lamione Miller
Methods and Materials Consultant
Educational Modulation Center
Olatha, Kansas

SPECIAL STUDY INSTITUTE
"Improving Teacher Skills at Pupil Assessment"

May 3, 4, 5, '1972
Sheraton Inn
Binghamton N. Y.

Richard D. Ashbridge	Jr. High Special. Ed. Educable Choen School, Elmira Heights, N. Y. 14902
John Bancroft	Special Ed. Teacher (Intermediate) Oxford Elementary, Ft. Hill Road, Oxford, N Y 13830
Sister Margaret Bonville	College of St. Rose 408 Western Ave., Albany, N Y.
Peg Brown (Mrs. Harold)	MR Educable Primary Teacher 164 Hawley St., Binghamton, N. Y. 13905
Mrs. Muriel Callahan	Educable Class Teacher Gregg School, Flint Ave., Corning, N. Y. 14830
Carolyn Caratelli	Teacher, L. D. III Clinton Avenue Extension, Cortland, N. Y.
Jennifer A. Chalot	Teacher - Intermediatel Educable Retarded C. R Weeks Elementary, West Windsor, N. Y.
Sophie A. Cox	Teacher, Owego North Elementary George St., Owego, N Y.

Ellen M. Evers	Special Class Teacher African Road Elementary & Jr. Hi, Vestal, N. Y.
Leonore Ferber	State Hospital Binghamton, N. Y.
Robert H. Franklin	U.E.H.S. Endicott, N. Y.
Kandyce J. Gaeta	Teacher - Primary Educable Retarded C. R. Weeks Elementary - West, Windsor, N. Y.
Mrs. Peg Gibbore	Primary Teacher - EMR Jennie F. Snapp School, Loder Ave., Endicott, N. Y.
Bernard J. Graney	Teacher/Jr. Hi EMR Cayuga County BOCES, Metcalf Plaza, Auburn, N. Y.
Janet Hutchins	ARC, Binghamton, N. Y.
Jan Kopcik	BOCES, Binghamton, N. Y.
Kathleen Lynch	ARC 419 Madison Ave., Albany, N. Y.

Sister Marie Magdalen	College of St. Rose 408 Western Ave., Albany , N. Y.
Earl P. Maslin	Teacher, Chester B. Lord School 67 Riverside Drive., Binghamton, N. Y.
Mrs. Rosalind Melnick	Head Teacher, BOCES Special Ed. Bldg, Hart St., Utica, N. Y.
Anna Marie Mott	BOCES, Binghamton, N. Y.
Ray Pennell	Psycho-Educational Resource Center Staff Board of Education, 409 W. Genesee St., Syracuse, N. Y.
Nancy Ramsay	State Hospital Binghamton, N. Y.
Pamela Raney	Teacher - Cortland BOCES McEvoy Ed. Center, Cortland, N. Y.
Priscilla Rourke	ARC 419 Madison Ave., Albany, N. Y.
John Smith	Special Education - Primary Educable West Frankfort School, Frankfort, N. Y.

Barbara M. Storms	Teacher - Trainable Mt. Vision School, Mt. Vision, N. Y. 13810
Ronald B. Thomas	Special Class Teacher African Road Elem & Jr High, Vestal, N. Y.
Sister Margaret Totten	College of St. Rose 408 Western Ave., Albany, N. Y.
F. M. Trzsincki	BOCES, Binghamton, N. Y.
Anthony Uhl	School Psychologist 122 Old Main Bldg., Oneonta, N. Y. 13820
Joseph M. Valentino	EMR Teacher West Middle School, W. Genesee St., Auburn, N. Y.
Reese Vosburg	Susquehanna Valley Home Binghamton, N. Y.
Mrs. Dorothy Woodin	Educable Class Teacher Gregg School, Flint Ave., Corning, N. Y. 14830
Joseph Zizzi	Teacher, BOCES Special Ed. Center, Hart St., Utica, N. Y.

(35)

Program Outline
SPECIAL STUDY INSTITUTE
Binghamton, N. Y.

May 3

8:30 - 9.00	Registration
9.00 - 9:30	Welcome and Introductions
9:30 - 10:15	Keynote
10:30 - 12:00	Perceptual Testing
12.00 - 1:00	Lunch
1 00 - 2:00	Grp. A, Silvaroli & Informal Tests (Doris Welch)
1.00 - 2.00	Grp. B, Perceptual Materials & Techniques (Miller)
1.00 - 2:00	Grp. C, Writing Behavioral Objectives
2:00 - 2:15	Break
2:15 - 3:15	Grp. A, Silvaroli & Informal Tests (Doris Welch)
	Grp. B, Perceptual Materials & Techniques (Miller)
	Grp. C, Writing Behavioral Objectives
3:15 - 4.15	Grp. A, Silvaroli & Informal Tests
	Grp. B, Perceptual Materials & Techniques
	Grp. C, Writing Behavioral Objectives

May 4

9:00 - 10:00	Grp. A	Instructional Materials & Techniques I.T.P.A. (Doris Welch)
9:00 - 10:00	Grp. B	E.M.C. Skill Test
9:00 - 10:00	Grp. C	Behavior-Modification (Parent Program)
10:00 - 11:00	Grp. A	Instructional Materials & Techniques, I.T.P.A.
10.00 - 11:00	Grp. B	E.M.C. Skill Test
10:00 - 11.00	Grp. C	Behavior-Modification
11:00 - 12.00	Grp. A	Instructional Materials & Techniques, I.T.P.A.
11:00 - 12:00	Grp. B	E.M.C. Skill Test
11:00 - 12:00	Grp. C	Behavior-Modification
12:00 - 1:00	Lunch	
1:00 - 2:00	Grp. A	Instructional Material & Techniques Reading (Doris Welch)
1:00 - 2.00	Grp. B	Instructional Material & Techniques Math (Miller)
1:00 - 2:00	Grp. C	Q-Sort (Dolph Welch)
2:00 - 2:15	Break	
2:15 - 3:15	Grp. A	Instructional Material & Techniques Reading
	Grp. B	Instructional Material & Techniques Math
	Grp. C	Q-Sort (Dolph Welch)
3:15 - 4:15	Grp. A	Instructional Material & Techniques Reading
	Grp. B	Instructional Material & Techniques Math
	Grp. C	Q-Sort (Dolph Welch)

After 4:15 - Make EMC Test

May 5

9:00 - 10:00	Grp. A	Doris Welch	Readability
9.00 - 10:00	Grp. B	L. Miller	Informal Test
9.00 - 10:00	Grp. C	Dolph Welch	Task Analysis
10:00 - 11.00	Grp. A	Doris Welch	Readability
	Grp. B	L. Miller	Informal Test
	Grp. C	Dolph Welch	Task Analysis

Program Outline
SPECIAL STUDY INSTITUTE
Binghamton, N. Y.

May 5 (continued)

11:00 - 12:00	Grp. A.	Doris Welch	Readability
	Grp. B.	L. Miller	Informal Test
	Grp. C.	Dolph Welch	Task Analysis
12.00 - 1:00	Lunch		
1.00 - 2:00	Workshop Summary (Evaluation)		

GREETINGS

By James Marillo

I would like to welcome you to this Institute on behalf of the New York State Commissioner of Education, Mr. Ewald Nyquist, and the Assistant Director of the Division for Handicapped Children, Raphael Simches. You are here as part of a cooperative effort between the Division for Handicapped Children, Special Education Instructional Materials Network, and the Broome-Tioga County BOCES, ASEIMC.

This Institute is a joint effort which amplifies a growing relationship between state and local educational agencies. This relationship is for the common good, and should result in benefits for handicapped children.

You are experiencing today, the efforts of our leadership in the State Education Department, the efforts of Dr. Soucy, the Assistant Commissioner of School Services, and Raphael Simches, the Assistant Director of the Division for Handicapped Children. These leaders and other leaders in the Department as well as local superintendents are opening the channels of communication that will allow educators within a region to communicate and support each others efforts in the charge to educate the handicapped children of our state. Not only are these leaders working toward greater sharing and communicating at the regional level, but also offering local districts and individual educators the necessary state support systems to do the job they want to do locally.

You could at this point say, "What does that really mean to me?" And, maybe you should, and maybe you did. Well, keep asking that question, and as you come up with answers, and ideas, communicate them to your supervisor and superintendent. And as a result of this new system, we will all grow and all do a better job for the children of our State. I will not go into depth on the subject of regionalism, at this time, because as it develops state-wide and locally, you will have

the opportunity to input and grow with it.

SEIMC was a small beginning, an experimental model, if you will, in the concept of regionalism, in sharing, in teacher support systems. So at this time, I would like to take a few minutes to speak about the Special Education Instructional Materials Center Network of 32 Associate Centers throughout the state, and the man who conceived the idea. Five years ago, a man with vision, with sincere dedication to Handicapped Children and their teachers, saw the need that existed for local teachers support centers. A place where teachers could preview new materials, borrow expensive or specialized materials, be trained in new methods and techniques on an on-going or one shot basis; a market-place where teachers could gather and exchange ideas, a place where they could develop new skills in the use of media in the classroom. Well, the vision is coming true, 32 centers are located and growing. They still have a long way to go, and there's a lot of hard work ahead, but the foundation has been laid.

You all know the man I am talking about -- he is Raphael Simches, Assistant Director of the Division for Handicapped Children, and Director of the SEIMC. I am not here to glorify a man, but I do admit a great deal of personal respect for his vision, dedication and hard work. I have told you about him and what he has done, so that you can more clearly see your role. His leadership will be laid to waste unless you do your part.

Your part, now that you have a Center locally, is to support it and help it grow. Get involved with it, innovate it, volunteer, input ideas, and create constructive programs. You now have a teacher support center. It links you with the State Education Department, Division for Handicapped Children, and links you further with 18 other National Centers. It is now your charge to help your center grow.

Locally, your leadership has also been excellent. Mr. Lyle Green

volunteered from the beginning to bring the center to the teachers in this county. He has given of himself and his time, he took on willfully the extra duties of establishing a Center. It is now your turn to do your part, to add to the growth of Broome County, BOCES, ASEIMC.

Dr. Leo Soucy, an Assistant Commissioner is supporting you, Ray Simches is giving you the system and is supporting you, Lyle Green is managing and directing the center and supporting it. You have the best leadership, you have the best teachers, you can have the best center.

Your participation at this Institute for the next three days on "Improving Teacher Skills at Pupil Assessment", should prove to be another step in local growth for the SEIMC Support system. Upon completion of this Institute, you will be representatives of the local ASEIMC, and you will be charged with a duty of sharing the knowledge gained at this Institute with other teachers of your district. You are the best, continue to be. Good Luck, from the State Education Department Division for Handicapped Children, the Special Education Instructional Materials Center. Have a worthwhile Institute.

OVERVIEW OF AN ITINERANT LEARNING DISABILITIES TRAINING AND SERVICE MODEL

Dolph Welch

Introduction

The Olathe project is an outgrowth of a grant from the Department of Health Education and Welfare, E.S.E.A., Title III. The project, formerly the Educational Modulation Center, was federally funded for a three-year period (1967-1970). It is being continued under an Education Professions Development Act (EPDA) grant from the Bureau of Educational Personnel Development (BEPD) and a Special Education Cooperative sponsored by the local school districts.

EPDA Training

The Educational Modulation Center (EMC), sponsored by the Olathe Unified School District, Olathe, Kansas, is offering summer and academic year STIPENDS to train itinerant Methods and Materials Consultant/teachers. This training also includes the procedures for the establishment of comprehensive prescriptive materials laboratories at the local school district level.

Procedures

Summer program participants will be selected throughout the U. S. They will meet at the Education Center, 1005 South Pitt, Olathe, Kansas, beginning July 10, 1972, and terminating July 28, 1972.

This three-week summer training program will be spent working with summer school classes of learning disability children.

Subsequent to the summer school training program is one, one-week in-service session to be conducted October 23-27.

Each participant will receive one or more on-site visits by an E.P.D.A. staff member during the academic year.

Academic year participants may attend one of three one-week Mini Workshops to be conducted September 25-29; November 13-17; and January 15-19.

Orientation to the role of the itinerant Methods and Materials Consultant/Teacher will be provided school administrators in a series of two, two-day workshops. These workshops will be conducted October 4-5 and 18-19.

Both the summer and academic year programs will be composed of five major areas: (1) specific diagnosis, (2) educational prescription, (3) orientation to prescriptive materials laboratories, (4) behavior management techniques, and* (5) practicum experiences with itinerant Methods and Materials Consultant/Teachers. Participants will work closely with the demonstration teachers in all of the above described areas.

* Does not apply to academic year participants.

Commitments & Qualifications

Qualifications:

a. Elementary school orientation
b. B.S. degree with progress toward advanced degree
c. Personal recommendation from local school administrator or college
d. Willingness to become an itinerant Methods and Materials Consultant/Teacher
e. Background in learning disabilities or emotionally disturbed would be helpful but not essential.

Commitments:

(1) The participating teachers must receive release time to attend the workshops during the academic year if they wish to attend the academic year sessions.

(2) The school district must allow the trainee to return and function in the role of an itinerant Methods and Materials Consultant/Teacher in his or her respective school district.

(3) Each participant will be responsible for arranging their own transportation and lodging. Information regarding the availability of lodging in area motels or college dormitories will be provided at a later date.

(4) Graduate credit hours will be offered by Kansas University for this training. Tuition must be handled individually by the sending school or trainee.

Teachers selected for participation in the training program will receive stipends of $100 per week.

Limited Participation

The number of participants must necessarily be limited so as not to "water down" the intensive training program sequence. In view of the fact that the project has already received many requests from people familiar with the program, it is advisable that you respond at your earliest possible convenience.

If you are interested, or should you desire additional information concerning this training program, please contact:

Mr. Dolph Welch, Director, E.P.D.A
Education Center
1005 Pitt, P. O. Box 2000, Olathe, Kansas 66061
Telephone - A.C. 913 732-0584

COMPREHENSIVE SPECIAL SERVICES COOPERATIVE

Sponsored by Unified School
District No. 233, Olathe, Kansas

ABSTRACT:

CSSC serves 10 school districts and provides services to children with learning and/or behavior problems, teachers and parents through itinerant "methods and materials consultant/teachers", or "M&Ms". M&MS carry a case load of 10 children for 12-week periods. A key feature of the program is a materials retrieval system which greatly facilitates the diagnostic-prescriptive process.

Objective

To provide regular class teachers and parents with assistance in remediating children's academic and behavioral problems in school so that the children can remain in the regular classroom.

Method

To provide an intensive 10-week "total push" effort which features diagnostic work with children, academic programming for the child, and training of teachers and parents in diagnosis and prescription, and in behavior management techniques.

Specific Intervention Techniques

1. Diagnostic work with children and consultation to teachers 3-4 days a week for 12 weeks.
2. Prescriptive programming for children, facilitated by a sophisticated materials retrieval system.
3. Training of teachers in diagnosis and prescription, and behavior management techniques.
4. Training of parents in behavior management techniques.

Staff (for services to approximately 250 students per year)

1 director
1 coordinator of the materials laboratory and supervisor of the M&Ms
1 business manager
9 M&Ms
2.5 psychologists
1 hearing conservationist

Current Outcomes

Relative to a control group, students who participated in the program showed significant gains in reading, spelling, and math achievement as measured by pre-post achievement tests. Post-test scores were also compared to expected gain, based on past performance. A significantly greater percentage of the experimental group exceeded their expected gain on reading, math, spelling, and a global behavior rating.

Costs

Per pupil costs for this program were not available because the budget for the program has been combined with a budget for an EPDA training grant.

THE COMPREHENSIVE SPECIAL SERVICES COOPERATIVE (CSSC)

Location

The Comprehensive Special Services Cooperative (CSSC) serves 10 school districts in the Kansas City, Kansas area. The districts are predominantly middle and lower class suburban and rural, and have a total population of about 18,000 students. The Cooperative is new as of the Fall of 1970. The program was formerly operated at the Educational Modulation Center, and served only five school districts. It was developed with Title III funds, but is now totally supported by local monies.

Population Served

The client population served by the Center are those children who are identified as intellectually average or above (IQ of 90 or above), but who are achieving academically one or more years below grade level. Thus the program is NOT designed specifically for emotionally disturbed children -- the focus is rather on ALL children with academic deficits, whether or not social-emotional factors are involved. Only two of the 10 districts served, however, provide other programs for disturbed children.

Focus

The CSSC is not only designed to provide direct services to pupils who have learning problems, but also attempts to transfer the methods, materials, and procedures used in the Center to the regular classroom. As identified by the Project Director, current objectives of the program are:

1. To use and to provide member districts with remediation methods and materials that might be used in a regular classroom.

2. To train and retrain teachers in behavior modification and token reinforcement to enable them to retain children with educational problems in a regular classroom.

3. To train parents of children with learning problems to modify their child's behavior. During the first year of operation, parents of children with problems were required to attend workshop sessions. This procedure was changed during the second year. The parents were requested to participate when their child is referred. However, Center staff stated that data indicated parent participation brought about greater gains in child achievement.

Basic Intervention Techniques

The basic intervention techniques used for all children or "clients" are diagnosis and prescription. The basic intervention strategy is to work not only with the child and his teacher, but with his parents, and to program prescriptions for all three. "Clients" are carried for a 12-week cycle and may be renewed for additional cycles. 90% of the clients are terminated after one cycle, and 100% after two.

The Materials Retrieval System

Individualized programming for children is greatly facilitated by the Center's materials retrieval system which is a key feature of the program. This system permits fast, efficient retrieval of materials appropriate for the remediation of very specific student deficiencies. The information stored is, essentially, a detailed catalog of most commercially available educational materials for elementary school children which are cross-indexed according to their appropriateness for remediation of specific skill deficiencies, interest level, etc. In short, the program can be characterized as a short-term (12 week), "total push" (work with students, teachers, and parents), with the chief intervention techniques being; 1) prescriptive academic programming for students, and 2) training in behavior modification techniques for teachers and parents.

History

The Educational Modulation Center in Olathe was funded by the U. S. Office of Education in May 1967 ($282,966) as a Title III project for Johnson, Franklin, Miami, and parts of Linn and Douglas Counties in Northeastern Kansas. The project included all public and parochial schools, and served approximately 56,000 students.

During the 1967-1968 school year, the initial year of operation, the Center provided five of the school districts in the area with all of the services which it had available, while the remaining school districts received only a portion of these services. Northeast Johnson County metropolitan area, which has an extensive special services system, only made use of the Prescriptive Materials Laboratory. Complete services were extended to additional districts the following year (1968-1969). During the third year of the project (1969-70 school year) all services were to have been extended to the remaining school districts; however, because of a general cutback in federal funding, there was not sufficient money available to do this, and these schools have only limited services. The Comprehensive Special Service Cooperative was formed for the 1970-71 school year and is presently serving these 10 unified school districts. The total student population in this geographical area of about 1,600 square miles is approximately 18,000.

Structure

A As it exists now, the CSSC is "sponsored by" the Olathe Kansas School District, #223; it is a cooperative venture of 10 separate school districts, each of which pays a share of the cost of the CSSC. In many respects, this is a unique administrative construction. The superintendents of the 10 cooperating school districts form the CSSC "Board", with the Project Director reporting not to any one individual superintendent, but to the entire Board. At the same time, the relationship between the Director and the Board is not analogous to that of a typical school board and superintendent since the Project Director has the sole authority to hire, fire, and otherwise manage and control CSSC staff, as well as authority to program areas. The cooperating school districts retain authority to manage the program within each district. The result is that the CSSC is quite flexible and responsive to the needs of each district. For example, two districts that have operating special education programs use the CSSC mainly as a resource for materials for teacher training, and for training parents; they do not utilize the Center's diagnostic and prescriptive program.

The cooperating school systems have no control or authority over the program staff, but neither does the program have authority over the schools. The relationship of the program to the schools is one of a staff relationship to the public schools rather than an administrative one. The Director feels this is an important distinction since he thinks the program can only work in a public school on this basis; he does not think the program would be workable if the staff were put into an administrative bind as school psychologists and guidance counselors so often are.

This cooperative working relationship seemed to be borne out by observations of the program operating in the field - each M&M appears to work out a modus vivendi individually with each school principal and teacher according to the individual school's policies and style as well as those of the district. For instance, if the school system works through its school psychologist first before referrals are made to the M&M program, the M&Ms work that way, or if a particular classroom teacher does not want to refer a child for some reason the M&M accepts it and does not work with the child.

As described by the Project Director, the overall CSSC program has four major emphases. They are the Educational Team, the Educational Prescription Process, the Cooperative Education Program, and Research.

The Educational Team - serves children with educational problems in regular classrooms. The Team consists of specialists called Methods and Materials Consultant/Teachers (M&M's) as well as a hearing conservationist, psychologist, and representatives of outside agencies.

The Educational Prescription Process- Prescriptions developed at the CSSC contain three specific ingredients: educational diagnosis, analysis of materials to decide which are appropriate for use with a specific child, and a procedure for the immediate retrieval of those materials.

Cooperative Special Education Program - The CSSC has designed and planned comprehensive special educational cooperatives for local school districts. The purpose of the cooperatives is twofold; to serve as a flexible vehicle for planning, initiating, and conducting new special education programs; and to safeguard the quality of specialized programs in the schools.

At the beginning of the 1969-70 school year, three cooperatives were in existence among 11 districts. That is, three or four school districts have been working closely together and have actually established classes for the mentally retarded and for children that were identified by the CSSC project staff during the first year. By the beginning of the 1970-71 school year, a special education cooperative was formed among 10 of the school districts, districts, providing each with a better opportunity to meet the needs of children exhibiting learning problems.

Research - The CSSC has a research staff that is available to teacher and other educators in the school systems to assist them in research design and data analysis. Children referred to the CSSC are given pre- and post-tests using an educational test battery, as well as standardized tests of achievement, attitude, and self-concept. Additional information is gathered from parents and teachers, and continual data is collected on the checkout and use of materials. All of this information is maintained on file and can be retrieved through the computer at the University of Kansas.

During the three years of Title III funding, about 25% of staff members' time was spent gathering data, designing the information retrieval system, etc. Since local districts have taken the program over, only 2 - 3% of staff time is spent on research.

Staff assignments - The nine M&M's are assigned over the geographical area covered by the 10 districts; each of them sets and maintains his own schedule.

Communication mechanisms - There are weekly staff meetings with the Director and Supervisor of M&Ms presiding -- all staff usually attend, but M&Ms are required to attend. Problems are aired and new developments and activities are discussed, e.g., setting up materials laboratories for different school districts. The Supervisor of M&Ms uses these meetings as a materials workshop for M&Ms, introducing and going over new educational materials for use in the program. These meetings are the only formal vehicle for communication -- the staff is small enough (24 full and part-time members) so that informal exchange is an effective communication mechanism.

Setting - The setting for the operating program is the elementary schools of the cooperating districts. The administrative offices of the CSSC and the Materials Laboratory are located in the administration builds of the Olathe School District 233, but the work with children, teachers, parents, and others takes place within the schools, either in a quiet corner of a classroom, in the library, or in any location which seems appropriate.

The Materials Laboratory contains books, puzzles, toys, games (all educational), phonographic and photographic resources, etc., and file cabinets listing all these materials. At any one time, a teacher of two (from any one of the surrounding CSSC districts) might be looking around and picking out materials, or M&Ms from the programs' staff might be doing the same.

Staff

The total number of full and part-time staff members is 24. There are three administrators; the Director, a Director of the Prescriptive Materials Laboratory and Supervisor of the M&Ms, and a Business Manager.

The Director is responsible for the overall administration of the Center, including finance and personnel. He is also involved in the programmatic work of the Center. He conducts weekly staff meetings, oversees program research, and curricular changes, and acts as spokesman for the program. In addition, he cooperates with the Board and the school districts in carrying out his responsibilities.

The Coordinator of the Materials Laboratory checks each prescription with the M&Ms and generally supervises them, and she is responsible for development and use of the laboratory. The Business Manager is concerned with financial and business matters.

The M&Ms all have advanced degrees in special education or related fields, and conduct the program's field work. Their activities include:

1. Diagnosing students' learning problems through formal and informal testing.

2. Preparing educational prescriptions through use of the materials retrieval system in the Prescriptive Materials Lab.

3. Working with the approximately 10 children who comprise their case load for that 12-week period.

4. Conducting in-service workshops for teachers.

5. Conducting workshops for parents.

6. Consulting with classroom teachers.

7. Setting up materials centers in the schools and school districts in which they work.

The M&Ms function as members of an educational team which includes, besides themselves, a psychologist and a hearing conservationist. (The CSSC employs two full-time and one half-time psychologists and one hearing conservationist.) The psychologists functions are as follows:

1. Conducting supportive therapy with children.
2. Conducting psychological evaluations of children.
3. Conducting in-service workshops for teachers.
4. Conducting workshops for parents.

The hearing conservationist examines auditory discrimination and acuity, and helps prepare prescriptions for children with auditory handicaps.

Referral to either of the other team members is made by the M&M in consultation with the child's teacher.

Personnel practices at the Cooperative are the same as those used in District 233 of the Olathe School System. Staff members with 9 month schedules and contracts are treated the same as classroom teachers in the Olathe System. Administrators on 12 month schedules and contracts have the same leave, promotion, pay, etc., as Olathe administrators. The only difference that is evident is the hiring process -- the Director of the CSSC hires, and fires, all staff.

There is an intensive staff training at the beginning of each year which is designed by the Director and the M&M Supervisor. It focuses on learning 1) behavior management techniques appropriate to a public school setting;

2) what to look for in terms of pitfalls in working with teacher/children/parents in a public school cooperative program, and 3) learning about all the educational materials available for work with children in the program. The Director believes that the most difficult part of training deals with learning how to apply what is known about working with children to the public school context.

Referral Procedures

Referrals to the Cooperative are initiated by the classroom teacher. She fills out the CSSC Referral Form, which lists specific difficulties, and is used for two purposes: 1) helping to identify the students problems; 2) providing information for the data bank which the CSSC maintains on all children served. She also agrees to attend four teach in-service meetings at the Center for which she will receive one hour of graduate credit and released time from her school duties.

The school contacts the child's parents and informs them of his referral to the Center. The CSSC then sends a letter to the parents explaining CSSC services and requests that they attend the four parent workshops. If they agree to attend, their child will receive CSSC services.

Intervention Procedures

The first step in intervention is conducting the diagnostic evaluation, which is the responsibility of the M&M to whom the child is assigned. The M&M refers the child to the team psychologist or hearing conservationist if he feels that additional testing is necessary.

The M&M's testing includes administration of a diagnostic instrument developed at the CSSC. Its purpose is to identify a child's specific educational strengths and weaknesses for the purpose of individualized programming. Rather than arriving at a grade level, the Educational Diagnostic Test seeks to discover those specific skills which a child must have in order to achieve.

Other tests used include the WISC, WAIS, WHAT, Self-Concept Scale, and Behavior Rating Scale.

When the diagnostic evaluation is completed, the M&M holds a meeting with the teacher and parents to discuss the findings and describe the four meetings which they will be attending.

The next step is developing the educational prescription. The M&M carries out this tast, with the use of the materials retrieval system at CSSC headquarters. (Procedures for using the retrieval system were described on pp. 10-16.)

The prescription is the result of analysis of test results, consultation with teachers and parents, and a considerable amount of consultation with the M&M supervisor. It includes measures to monitor progress, e.g., increase in the number of sight vocabulary words known, increase in the number of addition or multiplication facts known, etc. Where the difficulties are in the area of social behavior, agreed upon behavioral objectives with criterion statements are used as measures of progress, and the data is collected on observation and behavioral rating scales. The combination of achievement testing, ratings, and interviews with teachers and parents provide a continuous monitoring system.

Implementation of the prescription is the responsibility of the classroom teacher, the M&M, and the parents. The M&M sees the child daily and consults with the teacher at least once a week during the 12-week period. After that, the M&M usually terminates the child, and the teacher and parent take over.

Teachers and parents also attend their four sessions with CSSC staff during this 12-week period. Teachers' sessions focus on the following topics:

1. Diagnosis of learning problems
2. Preparation of remedial prescriptions
3. Selection and use of appropriate materials to use in remediation
4. Principles of differential reinforcement, and the techniques of behavior management and token reinforcement.

Sessions with parents also cover thses areas but the emphasis is on the last one.

As noted before, most children are phased out of the program after 12 weeks. Termination procedures involve post-testing on the WRAT, Behavior Rating Scale and Self-Concept test, and provision for follow-up consultations, if needed.

Involvement with Other Community Agencies

Outside agencies involved are mainly from the University of Kansas. The KU Medical Center, KU Education Department, and KU Special Education Instructional Materials Center are involved in the work of the CSSC on a continuing basis. Almost all of the Center's professional staff members received at least a part of their professional preparation at KU, and some KU students are given practicum experiences at the CSSC as part of their formal training in education, special education, remedial reading, etc.

Costs

The CSSC is unique in that it offers support to many programs in the form of specialized learning materials. Thus there is a much greater expenditure for materials than is usual. Costs for establishing this program in another setting would reflect local resources for storage and transportation, and the quantity of items purchased. The CSSC has compiled lists of items for "basic" materials labs, of varying sizes and scope. They range in cost between $3,000 and $17,000. The average life of materials at the Prescriptive Materials Lab at the CSSC is 5 to 7 years.

Evaluation

The program was carefully evaluated for the first 2 years as follows:

The basic system -- input, process, and output -- of the M&M Consultant/Teacher program, was operationally evaluated. Because of the unique and sophisticated approach used by the evaluators, their procedures will be described in detail.

To assess whether academic and behavioral changes took place as a result of the program, the investigating team selected four criterion variables. Those were a global measure of reading, arithmetic, and spelling, and a total score rating of behavior as reported by the child's teacher. The post-test scores on each of the variables were related to the corresponding pre-test scores. This was done for a sample of EMC children as well as a control sample. In addition, a child's post-test score was compared to his predicted post-test scores. Three different procedures were used to compute a child's expected post-test scores. They yielded three different predicted post-test scores for each of the variables.

A Linear Regression analysis was used to derive the first predicted post-test score. This procedure entailed the use of the known relationships between the pre-test and post-test scores for the entire program population, as well as the child's actual pre-test score.

The second predicted post-test score was derived from an analysis of the child's pre-test score. The predicted post-test score was predicted from (1) the child's earned grade placement score at the time of pre-testing; (2) his actual grade placement; and (3) the amount of time lapse between the pre- and post-test.

The third predicted post-test score was derived from an analysis of the time lapse between test sessions. The procedure entailed adding the number of months between the pre- and post-test to the child's earned grade placement score.

The basic statistical design of the evaluation consisted of making for comparisons between the program sample and the control sample on each of the four criterion variables. The comparisons involved the percent of subjects per sample that had higher obtained post-test scores in relation to their predicted post-test scores and their actual post-test score.

In reading, the program sample had a significantly greater percentage of children that had higher earned post-test scores than the three predicted post-test scores and the actual pre-test score, than did the control sample. The values for each of the four comparisons exceeded the .05 probability level. Averaging across comparisons, 23% more children in the program sample than the control sample surpassed their expected post-test scores and actual pre-test scores. The program sample was also superior to the control sample in arithmetic, spelling, and global behavior ratings. The four comparisons of the program sample to the control in these areas were all statistically significant at the .05 probability level.

The EMC sample had 29% more students that earned higher post-test scores in arithmetic, 26% more students that earned higher post-test scores in spelling, and 49% more students that earned higher post-test scores in global behavior.

The results of the evaluation indicate that the program did produce positive changes in reading, spelling, and arithmetic performance. Compared to a control sample of subjects with the same characteristics, the project sample consistently outperformed the control sample in reading, spelling, and arithmetic achievement. Most of the differences between the project sample and the control sample were statistically significant at the .05 level or beyond. In addition to outperforming the control subjects, the project sample tended to change more than expected when expected scores were based on time and past performance.

When the project sample was analyzed across six chronological age classifications, differences were noted. The difference across age classifications varied by academic subject, but, overall, the 10 year old group tended to outperform other age classifications on academic subjects, and the sample of 9 year olds tended to be higher on behavior ratings.

When the 1969-70 sample was compared to the 1968-69 project sample a number of differences were identified. Essentially the differences favored the 1968-9 project sample, indicating that for some reason there was a falling off in change performance during the 1969-70 year.

The difference, however, did not reach statistical significance on the criterion variables of reading and spelling. The only area in which there was a significant difference between the two samples was in

arithmetic. The 1968-69 project sample had a greater percentage of subjects exceeding their expected post-test scores than the 1969-70 project sample. On the behavior rating scale, the 1968-69 project sample also had a greater percentage of subjects exceeding their expected post-test scores than the 1969-70 project sample. The difference was significant only for subjects who were 7 years of age and 11 to 12 years of age. These results were difficult to interpret in that the 1968-69 sample participated in the program for a shorter period of time than the 1969-70 sample, and consequently were expected to demonstrate less gain.

The results reported in this evaluation support the following basic conclusions:

1. The EMC process does increase student achievement in reading, spelling, and arithmetic during the time the child participates in the process.

2. Differential effects across age classifications were associated with the EMC process; however, these differential effects cannot be predicted by age grouping.

3. The 1969-70 project sample did not display the same magnitude of achievement and behavioral changes that the 1968-69 project sample displayed.

Evaluation of staff is based primarily on child achievement gains, and also on subjective appraisal by the Director and Coordinator of the Materials Laboratory who supervises the M&M's. Each M&M maintains the progress charts of those children with whom he is working. Progress is assessed on the basis of academic achievement and behavioral tests. The chart is posted so that the entire staff can see how each member is doing in terms of pupil achievement. The Director indicated that this practice is totally accepted by the M&M's as an accountability method, and he feels that the charts and the element of competition instilled among the M&M's have contributed significantly to good performance.

Subject data on M&M performance is obtained from written questionnaires filled out by teachers and parents, and from verbal reports by principals and teachers.

Plans for the 1971-72 year are to have the M&M evaluate program administration as well as the Director and the Coordinator of the Materials Laboratory.

May 3, Wednesday morning presentation

Title: Assessing and Training Perceptual Motor Processes

By: Lemoine Miller

I Introduction

II Questions related to Perception

A. What is Perception?

B. Can one actually "train" Perception?

III Areas of the Visual Perception and/or Visual Motor Integration

A. Spatial Relationships
B. Visual Discrimination
C. Figure-Ground
D. Visual Closure
E. Visual Memory

IV Auditory Perception Modality

A. Awareness of Sound
B. Location of Sound
C. Auditory Discrimination
D. Auditory Sequencing
E. Auditory Figure-Ground

V Assessing Perceptual Motor Problems

A. Visual Perception Tests

1. Motor Free Visual Perception Test
2. Selected subtests from the Illinois Test of Psycholinguistic Abilities
3. Visual Motor Integration Tests

B. Visual Motor Integration Tests

1. Frostig Developmental Test of Visual Perception
2. Purdue Perceptual Survey Rating Scale
3. Beery Visual Motor Integration Test

C. Auditory Perception Tests

1. Wepman Test of Auditory Discrimination
2. Goldman, Woodcock, Fristol Test of Auditory Discrimination
3. Selected subtests of the Illinois Test of Psycholinguistic Abilities

VI Review of Informal Perceptual Motor Assessment Techniques

A. Informal Visual Perception Techniques
B. Informal Auditory Perception Techniques

VII Thoughts for Teachers to Consider before Training Visual Perception

VIII Review of Research in the Area of Visual Perception and Reading

IX Summary

Name of Test: Developmental Test of Visual Perception

Author: Marianne Frostig

Publisher: Consulting Psychologists Press
577 College Avenue
Palo Alto, California

Copyright: 1963, revised, 1966.

Purpose:

The test seeks to measure five operationally-defined perceptual skills, which are as follows: eye-motor coordination, figure-ground, constancy of shape, position in space, spatial relationships. The specific tests were selected because of their apparent relevance to performance in nursery school, kindergarten, and the elementary years. Although experience has shown that brain damage often seriously affects perceptual ability, the test does not at present presume to measure organic dysfunctions. More research, it is reported, will be needed before they will be able to distinguish the patterns of visual perceptual disturbance due to brain damage from those due to developmental lag, or to any other reason. It is hoped that the test may eventually become a useful tool in the selective diagnosis of minimal brain damage. The test shows promise as a screening device for nursery school, kindergarten and first grade children and as a clinical tool for older children who suffer from learning difficulties. Pinpointing the areas of a child's visual perceptual difficulties and measuring their severity is helpful and often necessary in designing the most efficient training program to aid in overcoming the disabilities.

Content:

The test seeks to measure fine operationally-defined perceptual skills, as follows:

Test I: Eye-Motor Coordination:

A test of eye-hand coordination involving the drawing of continuous straight, curved, or angled lines between boundaries of various widths, or from point to point without guide lines.

Test II: Figure-Ground

A test involving shifts in perception of figures against increasingly complex grounds. Intersecting and hidden geometric forms are used.

Test III: Constancy of Shape

A test involving the recognition of certain geometric figures presented in a variety of sizes, shadings, textures, and positions in space, and their discrimination from similar geometric figures. Circles, squares, rectangles, ellipses, and parallelograms are used.

Test IV: Position in Space

A test involving the discrimination of research and relations of figures presented in series. Schematic drawings representing common objects are used.

Test V: Spatial Relationships

A test involving the analysis of simple forms and patterns. These consist of lines of various lengths and angles which the child is required to copy, using dots as guide points.

Time Required: The group test requires 60 minutes, whereas the individual form requires only 40 minutes.

Construction:

The author was impressed by the frequency with which limitation or impairment of ability to perform different visual perceptual tasks was observed. Studying visual perception in young children also seemed to confirm the hypotheses offered by other investigators that what is normally referred to as visual perception actually consists of a number of different functions or skills which are relatively independent of one another. Existing tests of visual perception were not adequate, so, to pursue the investigations further, it was necessary to develop a new instrument and to administer it to normal children at various age levels before using it to explore the relationship of visual perceptual disabilities to problems of school learning and adjustment, brain damage, and other handicaps. The standardization sample was of over 2100 unselected nursery school and public school children between the ages of 3 and 9 years. This test may be administered either individually or to groups; scoring is objective. The child's raw score for each subtest may be converted to a perceptual age equivalent, representing the age at which the average child achieves this score. The norms are recorded for ages 4 to 8 years old. However, Mary Austin ascertains that the sampling and normative data is only adequate at the 5 to 9 year level. The reliability is reported at .30 for the entire sample and the validity is .50 for the total sample. The group test requires 60 minutes, whereas the individual form requires only 40 minutes.

Research:

James Anderson and Mary Austin both have critiques in The Mental Measurement Yearbook by Buros. Other studies may be present in the 1963 Standardization booklet of the test which comes in the complete test kit.

Kephart, Newell C. A Perceptual Survey Rating Scale. The Slow Learner in the Classroom. Columbus: Charles E. Merrill Books, Inc., 1960. 120-155.

Kephart suggests that development takes place in stages, on three different levels. The stages are closely related to the biological development of the individual. The levels are the perceptual-motor, verbal, and concept formation. He feels that learning is retarded or arrested when a breakdown occurs at any stage or on any level. Although the breakdown can be the result of environmental deprivation, injuries or defects, or extreme emotional pressures, Kephart maintains that it is essential to identify the point at which this breakdown occurred before remediation can take place. Once this point is identified and adequate training is given, the learning process can be resumed and the individual can proceed to more advanced stages of development.

By the time a child reaches school age, his perceptual-motor development should be such that he can accomplish the tasks which Kephart outlines in this chapter. Skills required for the complex activities of reading and writing are dependent upon mastery of these more basic skills. Inability to perform these tasks would suggest to Kephart that development has broken down on some previous level, and remedial procedures would be required to help the child complete his readiness skills. Obviously, these tasks are designed for children with a general lack of motor learning, and not for those with a specific motor disability.

1. Walking Board. The purpose of this task is chiefly to ascertain how well a child can maintain balance, but laterality and postural flexibility are also involved. Walking backwards on the board requires spatial orientation and spatial projections.

2. Jumping. Ability to maintain balance and posture can further be observed when the child is performing against the pull of gravity. Jumping with both feet will reveal how well the child performs on symmetrical activities, and laterality can again be observed when he alternates feet, as in skipping. The child's rhythmic ability can be observed when he is asked to hop according to a pattern.

3. Body Image. This exercise has to do with identification of body parts and the ability to control them on command.

4. Imitation of Movement. For this task, the child must display the ability to move the upper extremities on a visual cue, know where the parts of his body are in respect to outside objects, and must be able to move a combination of parts of his body without interference from other parts.

5. Obstacle Course. This exercise was designed primarily for the purpose of observing the child's awareness of the space occupied by the parts of his own body in various positions.

6. Angels-in-the-Snow. Based on the childhood game of lying prone on the ground and then moving the arms and legs to

form the outline of an angel, the purpose of this task is to determine how well the child coordinates his movements, as well as to see how well he responds to the visual cues which are given.

7. Stepping Stones. In order to demonstrate his eye-foot coordination, the child must step on the stone that matches the color of the ribbon on the foot with which he is stepping. Since the task requires several adjustments involving visual-motor translation, this ability too can be observed.

8. Chalkboard. This exercise is a good method for observing the child's adequacy in directionality. In performing these tasks, he must demonstrate visual memory, translate this into a movement pattern and then produce the required movements. Since he must perform with one hand at a time and then with both simultaneously, laterality can also be observed.

9. Ocular pursuits. This one has to do with the ability to control ocular movements. The object is to see if the child can match perceptual data with motor data. Inability to do so could be an indication of a medical problem, so that if the child has difficulty, further examination will be required.

10. Visual achievement forms. The chief purpose of this task is to permit observation of the child's perception of form and the adequacy of his figure-ground relationships.

11. Kraus-Weber Tests. These are administered primarily to measure minimum muscular fitness. Difficulty with some of the tasks on these has been correlated with difficulty in school achievement in the early grades, in addition to problems of general posture and gross motor coordination.

Since a high degree of perceptual-motor ability is necessary for success in such school subjects as reading and writing, it stands to reason that perceptual-motor difficulties could result in reading and writing problems. However, Kephart presents no data here which would indicate that improved perceptual-motor ability does indeed result in a higher level of reading or writing ability.

	4		2	1	
Walking Board: Forward					Balance and Posture
Backward					
Sidewise					
Jumping					
Identification of Body Parts					Body Image and Differentiation
Imitation of Movement					
Obstacle Course					
Kraus-Weber					
Angels-in-the snow					
Chalkboard Circle					Perceptual-Motor Match
Double Circle					
Lateral Line					
Vertical Line					
Rhythmic writing Rhythm					
Reproduction					
Orientation					
Ocular Pursuits Both eyes					Ocular Control
Right eye					
Left eye					
Pursuit					
Visual Achievement Forms					Form Perception
[illegible]					
Organization					

1. WALKING BOARD

Forward

Steps off board	_____
Pauses frequently	_____
Uses one side of body more consistently than other	_____
Avoids Balance:	
Runs	_____
Long steps	_____
Feet crosswise of board	_____
Maintains inflexible posture	_____

Comments:

Score ☐

Backward

Steps off board	_____
Pauses frequently	_____
Uses one side of body more consistently than other	_____
Avoids balance.	
Runs	_____
Long steps	_____
Feet crosswise of board	_____
Twists body to see where he is going	_____
Must look at feet	_____
Maintains inflexible posture	_____

Comments:

Score ☐

Sidewise

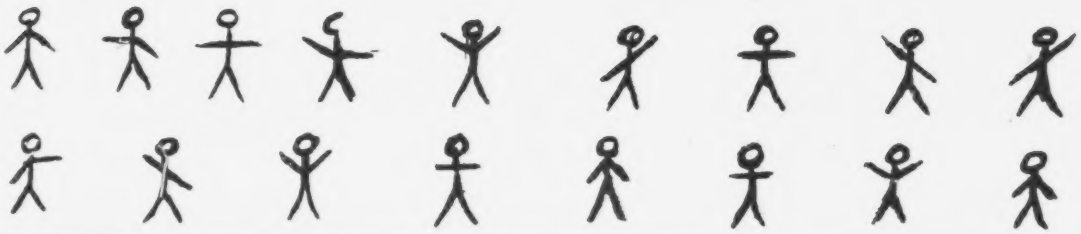
Unable to shift weight from one foot to the other	_____
Confusing or hesitation in shifting weight	_____
Crosses one foot over the other	_____
Steps off board	_____
Performs more easily in one direction than the other:	
Right lead	_____
Left lead	_____

Comments:

Score ☐

Both feet		
Cannot keep both feet together	_____	Comments:
Uses one side of body only	_____	
"Ties" one side of body to the other	_____	
One foot		
Postural shift not smooth	_____	Comments:
Cannot keep opposite foot off the floor	_____	
Performance better on one foot than other:		
Right	_____	
Left	_____	
Skip		
Movement not free	_____	Comments:
Hesitates after each step to determine which side to use	_____	
Hop		
Cannot remain in one spot while performing	_____	Comments:
Cannot shift easily from side to side	_____	
Movements jerky and lack rhythm:		
All patterns	_____	
Asymetrical patterns only	_____	
		Score

3. IDENTIFICATION OF BODY PARTS		
Show hesitancy in one or more responses	_____	Comments:
Does not touch both members of paired parts	_____	
Must "feel around" to find parts	_____	
Makes more than one error in identification	_____	Score



Does not mirror the patterns	____	Comments:
Not consistent (sometimes mirror sometimes parallel)	____	
Shows hesitation or lack of certainty	____	
Makes abortive movements	____	
Moves wrong limb	____	
Does not recognize errors spontaneously	____	
Recognizes errors after some delay	____	
		Score

5. OBSTACLE COURSE

Going over		
Overestimates (steps too high)	____	Comments:
Catches foot on bar	____	
Cannot correct on one repetition	____	
Going under		
Knocks bar off	____	Comments:
Bends too low to clear bar	____	
Cannot correct on one repetition	____	
Going between		
Does not turn body	____	Comments: Score

6. KRAUS-WEBER

Cannot raise chest and hold	____	Comments:
Cannot raise legs and hold	____	
		Score

Does not reach proper size	____	Comments:
First attempts are small and far apart	____	
Circles overlap	____	
One circle larger than the other	____	
Circles drawn one on top of the other	____	
Direction incorrect:		
Hands parallel	____	
Opposite but wrong direction	____	
Circles flat toward inside	____	
Inaccuracies which are not parallel in both circles	____	
Visual attention directed to one hand	____	
Movement of two arms not synchronized	____	Score

Lateral Lines

"Walks" across the board	____	Comments:
Draws left half with left hand, right half with right hand	____	
Pivots body to avoid crossing midline	____	
Difficulty when hand is on opposite side of midline	____	
False starts	____	
Pauses	____	
Inaccuracies	____	Score

Must look from one limb to the other to identify	____	Comments:
Cannot identify by visual data alone	____	
Requires tactual information to identify limbs	____	
Taps or moves limb on floor to identify	____	
Abortive movements to get started	____	
Hesitation at beginning of movement	____	
Movements are hesitant and jerky	____	
Overflow into other limbs than those called for	____	
Movements do not reach maximum extension	____	
Requests repetition of instructions	____	
Cannot correct response on one repetition	____	Score

PERCEPTUAL-MOTOR MATCH

8. CHALKBOARD	Circle	
Does not reach proper size	____	Comments:
Direction incorrect for hand used	____	
Drawing not directly in front of child	____	
Does not cross midline	____	
Shape of circle not accurate	____	
Must stop to "think out" next move during performance	____	
Wrist is stiff and difficult to control	____	
Still shows difficulty after 3 or 4 attempts	____	Score

Commen.

Lines bow:
- Slightly ____
- Markedly ____

Visual attention to one hand only ____

One hand ceases to function during performance ____

Hands move alternately, not simultaneously ____

Score:

9. RHYTHMIC WRITING

Motifs	
1.	5.
2.	6.
3.	7.
4.	8.

Hesitant and jerky ____

Movement cramped and inflexable ____

Rhythm not constant ____

Directional reversals or confusion ____

Order reversals or confusion ____

Line of motifs slants ____

Characters in motifs slant ____

Inaccurate reproduction ____

Size does not remain constant throughout performance ____

Characters become smaller as performance is sustained ____

Excessive movement of hips or trunk ____

Comments:

Scores:

Rhythm

Reproduction

Orientation

10. Ocular Pursuits

Moves head instead of eyes	____	Comments:
Eye movements are jerky:		
Throughout	____	
At extremes only	____	
Movement jerks at midline	____	
Eyes do not work together	____	
One eye remains stationary as other moves	____	
One eye leads the other markedly	____	
Overshoots or undershoots during pursuit	____	
Looses visual contact with target during movement	____	
When contact is lost, cannot regain easily	____	Scores:
One eye "wanders off" the target:		Both eyes
Throughout	____	
At extremes only	____	Right eye
Changes eyes at midline	____	Left eye
Convergence:		
Impossible at 4 inches	____	Convergence
Sluggish	____	
Uneven	____	

11. Visual Achievement Forms

Comments:

Changes orientation of paper to alter direction of movement ____

Segments drawings ____

Internal lines of divided rectangle segmented ____

"Ears" on forms ____

Drawings markedly larger or smaller than copy ____

Score:

Organization

Comments:

No discernible organization ____

Organization on page is:
- Left to right ____
- Vertical ____
- Circular ____

Score:

1. Name of test and authors:

Illinois Test of Psycholinguistic Abilities
Samuel A. Kirk, James J. McCarthy, and Winifred D. Kirk

2. Purpose:

This is an individual diagnostic test designed to identify specific strength and weaknesses in a child's communication skills.

3. Chronological Age:

This diagnostic test may be used with children from two to ten years of age.

4. Publisher and date of publication:

University of Illinois Press: Urbana, Illinois, 1961
Revised Edition 1969.

5. Cost:

Complete kit, $43.50
Examiner's Manual only, $5.75
Package of record forms &
Visual closure picture strips only, $7.75

6. Content:

The tests included are:
(I) Auditory Reception;
(II) Visual Reception;
(III) Auditory-Vocal Association;
(IV) Visual-Motor Association;
(V) Verbal Expression;
(VI) Manual Expression;
(VII) Grammatic Closure;
(VIII) Visual Closure;
(IX) Auditory Sequential Memory;
(X) Visual Sequential Memory.

There are two supplementary tests:
(I) Auditory Closure and
(II) Sound Blending.

7. Time Required:

The time required to administer the complete battery of tests is from 45 to 60 minutes for an experienced examiner. The Visual Closure subtest is a timed test consisting of four parts. The student has 30 seconds to complete each part.

8. Directions For and Ease of Administering.

The directions are clear and complete; however, a new examiner should have adequate background and should administer a minimum of ten practice tests before being considered a valid examiner. He must be thoroughly acquainted with the materials, method of administration, and scoring, so that he can devote complete attention to the child. Standardized procedures must be followed rigidly.

9. Validity:

Research indicates that the concurrent, construct, and predictive validities are adequate; however, the content and diagnostic validities are somewhat lower.

10. Reliability:

Internal consistency coefficients were computed by the Kuder-Richardson formula. Internal consistency reliability refers to consistency in results obtained throughout a test on a single administration. The internal consistency coefficients for the ITPA composite by age level for the standardization sample ranged from .92 to .96.

Stability reliability was determined in order to evaluate the extent to which test scores are stable over time; that is, how constant are the scores likely to be if the test is repeated after a specified time lapse. The stability coefficients for the ITPA composite ranged from .70 to .93. A complete statistical analysis of the ITPA can be found in The Development and Psychometric Characteristics of the Revised Illinois Test of Psycholinguistic Abilities, 1969. Paraskevopoulos; J. N. and Kirk, S. A.

11. Manual

The manual is a spiral bound booklet giving the rationale of the battery, detailed directions for administering the test, and for recording results, and tables of norms and directions for scoring and interpreting results. It is detailed and complete.

12. Scoring:

The recording of the child's responses in the Pupil Record Booklet is an important part of the use of the test, essential to accurate scoring and meaningful interpretation. The record form yields a profile, which when carefully studied can be used to diagnose a child's psycholinguistic abilities and disabilities so that remediation can follow. The manual gives suggestions for determining discrepancies in psycholinguistic functions.

13. Norms:

The revised ITPA was standardized and norms were established using 962 normal children from a mid-western urban area. There was an equal number of boys and girls, and socio-economic factors were taken into consideration. Scores from the Stanford Binet indicated the sample was comprised of children within the average ability range.

14. Format:

All materials are well-designed, printed on good paper and durably bound. In this respect, it compares with other individual tests.

Subtests Included In The Illinois Test of Psycholinguistic Abilities

I. Functions tested at the Representational Level

A. The Receptive Process (Decoding). There are two tests at this level which assess the child's ability to comprehend visual and auditory symbols.

1. Auditory Reception. This is a test to assess the ability of the child to derive meaning from verbally presented material. Since the receptive rather than the expressive process is being sampled, the response throughout is kept at the simple level of a "yes" or "no" or even a nod or shake of the head. The vocabulary becomes more and more difficult while the response remains at a two-year level. The test contains 50 short, direct questions printed in the Manual. Typical items are: "Do dogs eat?" "Do dials yawn?" "Do carpenters kneel?"

2. Visual Reception. This test is comparable to the Auditory Reception Test but utilizes a different sense modality. It is a measure of the child's ability to gain meaning from visual symbols. In this test there are 40 picture items, each consisting of a stimulus picture on one page and four response pictures on a second page. The child is shown the stimulus picture for three seconds with the directions, "See this?" Then the page of response pictures is presented with the directions, "Find one here."

B. The Organizing Process (Association). At the representational level this process is represented by the ability to relate, organize, and manipulate visual or auditory symbols in a meaningful way.

1. Auditory-Vocal Association. This test taps the child's ability to relate concepts presented orally. A sentence completion technique is used, presenting one statement followed by an incomplete analogous statement, and allowing the child to complete the second statement appropriately. There are 42 orally presented analogies, such as, "I cut with a saw; I pound with a _____." "A dog has hair; a fish has _____."

2. Visual-Motor Association. The organizing process in this channel is tapped by a picture association test with which to assess the child's ability to relate concepts presented visually. The child is presented with a single stimulus picture surrounded by four optional pictures, one of which is associated with the stimulus picture. The child is asked, "What goes with this?" (pointing to the stimulus picture). "Which one of these?" (pointing to the four optional pictures). The child is to choose the one picture which is most closely related to the stimulus picture, such as a sock belonging with a shoe, or a hammer with a nail. The test is expanded at the upper level to provide visual analogies comparable to the auditory analogies.

C. The Expressive Process. This process at the representational level involves the child's ability to use verbal or manual symbols to transmit an idea. There are two subtests, one requiring vocal and the other manual responses.

1. Verbal Expression. The purpose of this test is to assess the ability of the child to express his own concepts vocally. The child is shown four familiar objects one at a time (a ball, a block, an envelope, and a button) and is asked, "Tell me all about this." The score is the number of discrete, relevant, and approximately factual concepts expressed.

2. Manual Expression. This test taps the child's ability to express ideas manually. This ability is assessed by a gestural manipulation test. In this test 15 pictures of common objects are shown to the child one at a time and he is asked to, "Show me what we do with a _____." The child is required to pantomine the appropriate action, such as dialing a telephone or playing a guitar.

II. Functions Tested at the Automatic Level. Two abilities are measured at this level. One is the phenomenon of closure (both auditory and visual), and the other is short-term sequential memory (auditory and visual).

A. Closure. The following tests assess the child's ability to fill in the missing parts in an incomplete picture or verbal expression (or the ability to integrate discrete units into a whole).

1. Grammatic Closure. This test assesses the child's ability to make use of the redundancies of oral language in acquiring automatic habits for handling syntax and grammatic inflections. In this test the conceptual difficulty is low, but the task elicits the child's ability to respond automatically to often repeated verbal expressions of standard American speech. The child comes to expect or predict the grammatic form so that when part of an expression is presented he closes the gap by supplying the missing part. Each verbal item consists of a complete statement followed by an incomplete statement to be finished by the child.

2. Visual Closure. This test assesses the child's ability to identify a common object from an incomplete visual presentation. There are four scenes, presented separately, each containing 14 or 15 examples of a specified object. The objects are seen in varying degrees of concealment. The child is asked to see how quickly he can point to all the examples of a particular object within the time limit of 30 seconds for each scene.

B. Sequential Memory. The two following tests assess the child's ability to reproduce a sequence of auditory or visual stimuli. They are tests of short-term sequential memory.

1. Auditory Sequential Memory. This test assesses the child's ability to reproduce from memory sequences of digits increasing in length from two to eight digits. The test differs from the digit repetition task of the Stanford-Binet or the WISC in that the digits are presented at the rate of two per second instead of one per second and in that the child is allowed a second trial of each sequence if he fails on the first presentation.

2. Visual Sequential Memory. This test assesses the child's ability to reproduce sequences of non-meaningful figures from memory. The child is shown each sequence of figures for five seconds and then is asked to put corresponding chips of figures in the same order. Here again the child is allowed two trials on each sequence when the first attempt is unsuccessful. The sequences increase in length from two to eight figures.

Supplementary Test 1. Auditory Closure.

This is basically a test of the organizing process at the automatic level. It assesses the child's ability to fill in missing parts which were deleted in auditory presentation and to produce a complete word. Auditory closure is an automatic function which occurs in everyday life in situations such as understanding foreign accents, speech defects, or poor telephone connections. In this test the child is asked, "What am I talking about bo / le? tele / one?" There are 30 items ranging in difficulty from easy words to more difficult ones.

Supplementary Test 2. Sound Blending.

This test provides another means of assessing the organizing process at the automatic level in the auditory-vocal channel. The sounds of a word are spoken singly at half-second intervals, and the child is asked to tell what the word is. Thus he has to synthesize the separate parts of the word and produce an integrated whole. This test covers a wider range of difficulty levels than most available tests of sound blending ability.

Profile Interpretation:

Appendix A of the Examiner's Manual provides three types of norms:

(a) Psycholinguistic Age norms for each of the 12 subtests,
(b) Scaled Score norms for each of the 12 subtests, and
(c) Composite Psycholinguistic Age norms.

Raw Scores. The Raw Scores obtained directly from the tests are not readily interpretable. To make comparisons between subtests, the Raw Scores must be transformed into more meaningful scores.

Psycholinguistic Ages (PLA)

The Composite Psycholinguistic Age was derived from the Composite Raw Score. It indicates the psycholinguistic age of a child who achieves that Raw Score. It is a global score like a mental age and is, so to speak, an overall index of psycholinguistic abilities and disabilities. A Composite PLA which is substantially above or below the CA classifies a child as above or below average in psycholinguistic development.

Scaled Scores. Scaled Scores are transformations of Raw Scores such that at each age and for each of the 12 subtests the mean performance of the referral group is equal to a score of 36 with a standard deviation of 6. Scaled Scores take into account both group means and variances. Thus, the SSs provide a more versatile means of comparing the child's performance from subtest to subtest than do the PLAs. It is recommended that the SS be used on the Profile of Abilities, since the SSs allow a more direct comparison of performance from subtest to subtest and from child to child.

Determining Discrepancies in Psycholinguistic Functions

For both diagnostic and remedial purposes, it is necessary to know the presence and extent of discrepancies in growth among psycholinguistic abilities as measured by the ITPA.

To determine whether or not a child has substantial discrepancies in abilities, a point of reference must be established. For this purpose the overall performance of the child is used. This overall performance is expressed in terms of the Mean SS, or the Median SS, which ever is appropriate. The Median Scaled Score is more appropriate with profiles in which extremely discrepant scores are either all high or all low. The extent of the difference between the SS of a subtest and the Mean or Median SS reflects the degree of strength and weakness in psycholinguistic function.

The following guidelines are given as a rule of thumb:

1. Differences between a subtest SS and the Mean or Median SS of ± 6 should not be considered as indication of a special ability or disability.

2. Differences between the Mean or Median SS and the subtest SS of ± 7, ± 8, or ± 9 are considered as bordering discrepancies.

3. A difference between the Mean or Median SS and the subtest SS of ± 10 or greater is considered a substantial discrepancy; that is, a deviation of this magnitude is indicative of a discrepant function.

May 3, Wednesday afternoon presentation

Title: Perceptual Materials and Techniques

By: Lemoine Miller

Perceptual Motor Material Sequence

1. Visual Discrimination Level I and II (transparencies)

2. Visual Tracking (ichigan Tracking Program)

   a. Symbol tracking
   b. Primary tracking
   c. Visual tracking
   d. Word tracking
   e. Cues and signals
   f. Number tracking
   g. Multiple tracking

3. Fairbanks Robinson Program 1

4. Frostig Remedial Program

   a. Breakdown of Frostig Program
   b. Levels of program

5. Erie Program

   a. Skills Index

6. Auditory Perceptual Training

   a. Auditory memory
   b. Auditory motor
   c. Auditory figure-ground
   d. Auditory discrimination
   e. Auditory imagery

7. Dubnoff School Program 1/Levels 1. 2. & 3

8. Dubnoff School Program 2
   Directional - Spatial - Pattern Board

9. Tracking Resources (Ruth Cheves

   a. Association cards
   b. Concept clocks in color
   c. Configuration cards
   d. Flip and build
   e. Fruit and animal puzzles
   f. Geometric shapes in color
   g. Small form puzzles
   h. Ordinal placement board
   i. See and Say puzzle cards

10. Detect S.R.A.

11. D.L.M. Materials

   a. Visual memory cards
      Levels I, II, III & IV

   b. Association picture cards

12. Film: "Visual Perception and Failure to Learn"

Title: Michigan Tracking Program

Author: Geake, Robert and Donald E. P. Smith

Publisher: Ann Arbor Publishers, 611 Church, Ann Arbor, Mich.48104

Copyright: 1962

Cost:	Symbol Tracking Regular	$2.00
	Reusable	3.00
	Visual Tracking Regular	1.40
	Reusable	2.00
	Word Tracking Regular	1.40
	Reusable	2.00
	Primary Tracking Regular	1.25
	Reusable	2.00

Chem-Rite pens to make tracking books reusable - fifty cents

Special Feature:

Each workbook can be purchased on specially coated paper. With the use of the special pen, marks can be made which will disappear in about four days. At that time the books can be reused with other students.

Symbol Tracking:

Symbol Tracking is designed to improve auditory memory. It is to be used with students exhibiting poor memory for word groups, inattention, distractibility, and forgetfulness.

Primary Tracking:

The Primary Tracking Program is designed to improve visual discrimination, left-to-right direction, and skill in following a line of print. It may be used effectively as a reading readiness activity for all children who are at the beginning stages of learning to read. It is also intended as a remedial procedure for children in the primary grades who confuse similar words, lose their place frequently omit words, and skip entire lines without being aware of it. Such children are generally slow in oral reading, poor in spelling, and fail to remember sight words in spite of frequent drill.

Visual Tracking:

The Visual Tracking Program is designed to improve visual discrimination, left-to-right direction, and skill in following a line of print. Errors resulting from lack of such skills include reversals, omissions, substitutions, and insertions. These materials are appropriate for beginning readers, remedial cases, and slow readers at all levels, including adults.

The authors have found that twenty-minute sessions helf three to five times per week have been effective with children through junior high school age. The number of exercises completed in this amount of time varies from two or three for beginning readers to twelve or more for older pupils.

Title: Cues and Signals

Author: Betty Steele and Kitty Wehrli

Publisher: Ann Arbor Publishers, 611 Church, Ann Arbor, Michigan 48104

Copyright: 1971

Cost: Regular Books $1.40; Reusable Books $2.00;Chem-Rite Pens to make books reusable - fifty cents

Special Feature:
Each workbook can be purchased on specially coated paper. With the use of the special pen, marks can be made which will disappear in about four days. At that time the books can be reused with other students.

Narrative:
Cues and Signals is a supplementary program that will enlarge and enhance any reading program. This program is primarily a visual program, and is not binding phonetically or linguistically. Therefore, it is adaptable to any existing program. It can be used effectively in any subject area where the students need to develop adeptness in vocabulary, both written and spoken and is applicable to any elementary classroom after the initial teaching of reading.

There are four workbooks in the series. It is recommended that the four books be used in sequence so that accuracy is developed at all parts of words from beginning to end. This is especially important to the student who makes use of only initial sounds, skipping over all other word cues.

Cues and Signals I
This book introduces consonant blends from basal word lists. It spans all ages since this visual training does not require ability to read the word.

Cues and Signals II
Level II continues programming for consonant blends. It requires visual discrimination of similar letters and draws attention to surrounding letters in a word.

Cues and Signals III
This level introduces vowel-consonant combinations in various forms. It is designed to correct reversals and removes anticipated cues that inhibit word attack.

Cues and Signals IV
This level concentrates on attack of long words. It brings word endings into focus and initiates syllabication, spelling, and definition achievement.

LJM/2-25-72

Title: Number Tracking and Multiple Tracking

Author: Betty Steele and Kitty Wehrli

Publisher: Ann Arbor Publishers, 611 Church, Ann Arbor, Mich. 48104

Copyright: 1971

Cost: Number Tracking Book I Regular $1.40
Reusable 2.00
Multiple Tracking Book II Regular $2.00
Reusable 3.00
Chem-Rite pens to make tracking books reusable - Fifty Cents

Special Feature:

Each workbook can be purchased on specially coater paper. With the use of the special pen, marks can be made which will disappear in about four days. At that time the books can be reused with other students.

Number Tracking Book I

Book I trains visual discrimination essential in the counting process:. the sequence of our number system. The visual approach to the numerals to be selected is from both right and left and above and below, so as to enhance arithmetic efficiency and ease of operation in every math situation. It is "multi-directional" as opposed to the reading of words and is essential for the student who tends to perseverate on direction and therefore is not flexible in the thinking gymnastics required for mental computation and accuracy.

The size of the numerals at the beginning of the program is appropriate for even the youngest and becomes average type size as the learner becomes more efficient.

This design can be used with initial teaching of numbers as well as remedial, and on all levels, with any age.

Multiple Tracking - Book II

This book is arranged in number multiples appropriate to multiplication, division, and multiple number name. It provides a quick and direct way to train for the "holding in mind" necessary for computation. Speed of recognition of number multiples and their relationship bring about basic understanding of the total scope of number.

LJM-2/25/72

Title: Perceptual-Motor Teaching Materials
Erie Program/1

Author: Daniel Hatton, Frank Pizzat, and Jerome Pelkowski

Publisher: Teaching Resources

Copyright: 1967

Shelf No.: PMD 50.4

Format: Kit

Cost: $77.00

Narrative: This kit consists of three major parts:

Part I - Perceptual-Motor Exercises. The purpose of this unit is to provide individual children with practice in recognizing different common geometric forms under increasingly complex conditions. This important skill is called "form discrimination." It serves for one of the bases for later learning in discriminating between letters of the alphabet and between numbers, particularly those that are in any way similar to one another in appearance.

This unit consists of five boards, with the exercises on each board more difficult than those on those preceding it. There are also three stimulus devices.

1. A cube with a colored geometric form on each of its surfaces. These forms are a red equilateral triangel, a blue circle, and a green square.
2. The second stimulus device is a two-sided spinner with the same geometric forms on one side and identically-shaped but uncolored forms on the other.
3. The third device is a cloth bag with eight tactile forms, three of them shaped and colored as on the dice, five of them light grey in color, and respectively, an equilateral triangle, a circle, a square, an ellipse, and a rectangle.

On each board series of geometric forms are arranged. The purpose is to see which of the two participants is first able to move his place marker from the starting box in the upper left corner of the board to the last geometric form in the lower right corner.

Part II - Perceptual Bingo. Perceptual Bingo is a series of exercises which are arranged sequentially, in increasing order of difficulty from simple form discrimination to form conceptualization.

The exercises are presented in booklet form and are arranged in six levels of difficulty with three exercises at each level.

For the instructor's use there is a stimulus book which is a large three-ring easel binder constructed of heavy stock. The binder contains

fifty-four cue cards, eighteen for each of the three groups into which it is divided. Each card displays a single geometric form. Fifteen of the cue cards in each group match fifteen of the cells on an appropriate page of each child's booklet. The remaining three cue cards in each group have special functions.

Several unique features characterize Perceptual Bingo. It is designed for group use. To initiate and maintain the interests of children, it is presented to them as a game. It may be used as a screening device to select those children who require individual and intense remediation in form discrimination. The instructor governs which child or children win or lose. This is so that she can provide each child who loses on any particular exercise loses by only a single cell and thus is motivated to the very end of the game.

The first exercises in each of the six levels utilize color as an aid to the child in matching the forms on the sheet in his booklet with those on the stimulus cards. The second and third exercises in each level make no use of color and therefore provide practice in form discrimination on the basis of form quality alone.

The Perceptual Bingo Booklets come in three slightly different varieties, A, B, and C. All booklets are identical except that the exercises in the A booklets contain an additional square, those in B booklets an additional circle, and those in the C booklets an additional triangle. These key geometric forms are in all cases in the upper left cell of each booklet page. The inclusion of these key forms is necessary in order to control which child or children will win and to supply the winning experience to all children.

Part III - Visual-Motor Template Forms. The exercises in the Visual-Motor Template Forms have been designed to provide additional practice in motor skills for children who require it. The instructional device of this unit is a booklet of worksheets topped by two templates. The templates falling in the lower half of the booklet consist of a circle, a triangle, and a square. The templates falling in the upper half contain a horizontal diamond, a square, and a vertical diamond. Each worksheet is perforated horizontally across the center and at the top so that each ahlf-sheet may be torn out when work with it is finished. The lower half of the booklet is to be completed before the child proceeds to the upper half. The practice provided by the exercises in the lower half is a necessary precursor to the tasks presented in the upper half.

Following is a list of skills involved in the exercises:

1. Form discrimination using color cues
2. Form discrimination without color cues
3. Form discrimination with discordant colors
4. Figure-ground disturbances
5. Form constancy and incomplete forms

Additional skills incorporated in the perceptual-motor exercises include:

1. Left-right sequences
2. Eye-hand coordination
3. Crossing the mid-line
4. Avoidance of perserative tendencies
5. Grasp and release
6. Alternating extensor and flexor movement of the forearms
7. Finger-thumb opposition
8. Position in space

LJM-11/1/71

SKILLS INDEX

The following is a list of specific skill areas involved in the three units of Erie Program I. The checks refer to units 1, 2, and 3 respectively, and identify the units in which each skill is included. When all three units are checked the student will receive practice in this particular skill in all three exercises.

	1. PERCEPTUAL MOTOR EXERCISES					2. PERCEPTUAL BINGO	3. VISUAL-MOTOR TEMPLATE FORMS
	BOARD 1	BOARD 2	BOARD 3	BOARD 4	BOARD 5		
Form Discrimination	✓	✓	✓	✓	✓	✓	✓
Form Discrimination w/color aid	✓					✓	
Form Discrimination w/col. distractor			✓			✓	
Form Discrimination w/out color aid		✓				✓	✓
Figure-ground Problems				✓	✓	✓	✓
Visual-motor Exercises	✓	✓	✓	✓	✓	✓	✓
Eye-hand Coordination	✓	✓	✓	✓	✓	✓	✓
Grasp and Release	✓	✓	✓	✓	✓		
Left-right Sequence	✓	✓	✓	✓	✓		✓
Finger-thumb Opposition	✓	✓	✓	✓	✓		
Tactile Discrimination	✓	✓	✓	✓	✓		
Kinesthetic Reinforcement							✓
Crossing the Midline	✓	✓	✓	✓	✓		
Form Conceptualization						✓	✓
Extensor-flexor Movements	✓	✓	✓	✓	✓		
Form Constancy	✓	✓	✓	✓	✓	✓	
Position in Space						✓	
Position in Space plus Form Constancy						✓	

Title: Auditory Perception Training
(Auditory Memory Kit, Auditory Motor Kit, Auditory Figure Ground Kit, Auditory Discrimination Kit, Auditory Imagery Kit)

Author: Rosemarie Willette, Brenda Jackson, and Irwin

Publisher: Developmental Learning Materials.

Copyright: 1970

Shelf Nos. SS 915, 916, 917, 918, 919

Cost: Total Program $260.00

Narrative: The Auditory Perception Training Program is designed to present in a sequential manner, five areas of auditory perception, each containing three levels of activities.

All activity capitalizes on a student's interests and educational development while consistently forcusing on the auditory skill being developed.

These activities can be utilized with students having minimal brain dysfunction, those identified as having auditory perception deficits,and those in a regular school readiness program. This program allows the teacher the flexibility of use with individual students, small groups, or classes. The student progresses through each level as his skills in a particular area improve.

Each of the five areas consists of three different, but progressive levels, each containing various sets of spirit masters and cassette tapes allowing the program to be used effectively with only the facilities of a cassette tape recorder and spirit duplicating machine.

Contents of Kits:

Auditory Memory $62.00
15 tapes
30 spirit masters
1 Teacher's Guide
This program develops from two items to five items to be recalled. Color discrimination, spatial awareness, and ordinal positioning are used.

Auditory Motor $74.00
18 tapes
36 spirit masters
1 Teacher's Guide
This series provides for the development of auditory skills, developing from a simple directional response to a multi-directional response.

Auditory Figure-Ground $45.00
11 tapes
22 spirit masters
1 Teacher's Guide
This series is designed to help the student focus on one auditory stimulus. As with all of the other four areas, the three levels within each are presented in a developmental sequence, enabling them to be used with students having a learning disability and/or an auditory perceptual deficit as well as being used in a primary readiness program.

Auditory Discrimination $70.00
17 tapes
34 spirit masters
1 Teacher's Guide
This area develops the ability to associate gross sounds with a pictorial representation of that sound, as well as the ability to discriminate finer sounds with a picture or letter representing a phonic element.

Auditory Imagery $37.00
9 tapes
18 spirit masters
1 Teacher's Guide
Presented in this area is work to develop skills in the ability to visualize an image from an auditory description.

LJM-12/71

Title: Association Picture Cards

Author: Laura Lehtenen and Charlotte Larson

Publisher: Developmental Learning Materials

Cost: $1.00

Shelf No. GA 284 and 309

Narrative: Children develop concepts through their own experiences. Often these experiences are limited either because of the small scope of the child's world or because of his own limited capacity to experience a vicarious world of pictures, language, and imagery.

The pictures are a means of extending the child's world with several examples of the diversity of form and detail which a familiar object can have. They may be used as follows:

1. to expand the child's meaning of words
2. to introduce related vocabulary
3. to stimulate responsiveness to other vicarious learnings.
4. to begin developing a basis for generalizing a concept
5. to begin working toward abstraction of a concept, that is, considering an idea apart from its application to any specific object

Association Picture Cards I and II. In each set there are 30 cards of attractively illustrated objects which are an effective and appealing way to help a student learn to regroup individual items into basic categories. There are six different categories with five cards per category.

Set I has groups of houses, chairs, tables, lamps, trees, and clocks.

Set II includes trucks, birds, cars, dogs, boats, and hats.

Color Association Picture Cards. This set of 30 cards can be used to teach the basis of form constancy and the concept of color differentiation. There are two identical groups of 15 basic color series which are to be matched with each other.

LJM-11/71

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Eye-Motor Coordination A sub test of eye-hand coordination including the drawing of continuous straight, curved, or angled lines between boundaries of various width, or from point to point without guide lines.	Difficulty writing, drawing, tracing, and painting. Difficulty cutting with scissors, playing games which require physical coordination.	Eye-Movement Training. Activities in arts and crafts. Manipulating exercises. Handwriting exercises. Exercises in fine motor coordination as cutting, pasting, placing, tracing, finger tracing and coloring.	Getman and Kane, The Physiology of Readiness; P.A.S.S.Inc. Frostig Program (Worksheets & Workbook); Follett. Perceptual Training Handbook for First Grade Teachers, Winter-Haven Lions Research. Developing Learning Readiness, Webster's McGraw Hill. Pathway School Program I, Teaching Resources. Valett, The Remediation of Learning Disabilitie Fearon. Visual-Motor Skills, Continental Press. Etch-A-Sketch. Motoric Aids to Perceptual Training, Charles E. Merrill. Readiness for Learning, Lippincott Co. Detect-Sensorimotor Approach to Visual Discrimination; SRA. Pegboard and Pegboard Discovery Guides, Lakeshore Equipment Co. Valett R. The Remediation of Learning Disabilities, Fearon Pub.Co A Perceptual Testing & Training Handbook for First Grade Teachers; Winter-Haven Lions Research.

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
			Peabody Rebus Reading Program Fairbanks-Robinson Percentual Motor Program Teaching Resource

PRESCRIPTIVE TEACHING
(Compiled by Doris I. Welch)

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Figure - Ground A test involving shifts in perception of figures against increasingly complex grounds. Intersecting and hidden geometric forms are used.	Difficulty with hidden figures. Difficulty with intersecting figures. Difficulty understanding pictures, confuses the outline of it with its background. Leaves out words or letters in words. Has difficulty scanning and keeping the place when reading. Tends to be inattentive and disorganized. Child is unable to isolate the figure from the ground. May tend to focus on details such as the black lines dividing the workbook pages.	Play "finding" games. Sorting exercises. Copy parquetry block designs. Outline pictures which may be confusing. Use stencils to trace objects on paper. Color background. Copy designs or letters on a pegboard and then to paper from memory.	Erie Program I Teaching Resources. Dubnoff School Program; Teaching Resources. Developing Learning Readiness Material, Webster's-McGraw Hill. Detect - Sensorimotor Approach to Visual Discrimination; Science Research Associates. Frostig Program, Follett Fairbanks-Robinson Program I; Teaching Resources. Montessori Materials (wooden geometric insets with frames and matching form cards)

PRESCRIPTIVE TEACHING
(Compiled by Doris I. Welch)

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Constancy of Shape: A test involving the recognition of certain geometric figures presented in a variety of sizes, shadings, textures, and positions in space, and their discrimination from similar geometric figures. Circles, squares, rectangles, ellipses, and parallelograms are used.	Has difficulty in visual recognition of likenesses and differences. Exhibits difficulty reproducing visual symbols. Does not recognize identical words written in different types of print or size of print. Has difficulty identifying familiar objects in new situations.	Draw diagrams of 3-D patterns. Find all objects of a certain shape in a room. Sorting objects according to sizes and shapes. Likenesses and difference activities in shapes of objects, words, and letters. Color matching.	Frostig Program (worksheets and workbook) Follett. Parquetry Designs Developmental Learning Materials. Valett, Remediation of Learning Disabilities; s. Fearon. Montessori Materials (wooden geometric solids, geometric insets, sandpaper letters, and numerals). Fitzhugh Plus Program; Allied Educational Council, Galien, Michigan. Visual Discrimination. Continental Press.

PRESCRIPTIVE TEACHING
(Compiled by Doris L. Welch)

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASSROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Position in Space A sub test involving the discrimination of reversals and rotations of figures presented in series.	Exhibits difficulty in discriminating letters such as "d" and "b," and "w" and "m." Cannot perceive relationships between objects in space. Has difficulty distinguishing left from right, up from down, and forward from backward. Has difficulty reading and writing in a left to right sequence. Difficulty in awareness of body parts, and relationship of body to other objects.	Exercises promoting awareness of body position to objects--go under the table, over a chair, around the desk. Learning directions in space, right, left. Finger plays. Work sequential puzzles. Activities with word patterns beginning from left to right. Work sequential puzzles. Develop body image. Sorting, matching, and cutting activities, sequenced according to level of difficulty. Copy designs with blocks and peghoards. Play "Simon Says" using directions.	Frostig Program (Worksheets and Workbooks); Follett. Geometric Form Templates and Manual Winter Haven Lions Club, Winter Haven. Florida. Twister Game; Milton Bradley Co. Winterhaven Program; Winterhaven Lions Research. Visual Motor Skills; Continental Press. Let's Sequence, Instructo Corp. Mazes and Directional Puzzles Valett, R. The Remediation of Learning Disabilities, Fearon. Erie Program I; Teaching Resources. Discovery Learning Materials, Websters McGraw Hill.

PRESCRIPTIVE TEACHING
(Compiled by Doris L. Welch)

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Spatial Relationships: A test involving the analysis of simple forms and patterns. These consist of lines of various lengths and angles which the child is required to copy, using dots as guide points.	Has difficulty building blocks in designs. Has difficulty making 3-D designs. Has difficulty gaining meaning from the printed letter sequence of work.	Copy patterns with pegs, beads, puzzles. Exercises with 3-D objects. Practice copying patterns with pegs, beads, and puzzles. Map reading. Interlocking letters. Tinker toys to make 3-D structures.	Frostig Program (worksheets and workbook); Follett. A Perceptual-Testing Handbook for First Grade Teachers. Winterhaven Lions Club. Montessori Materials (cubes, prisms, cylinders, geometric solids, puzzle maps) Visual Motor Skills, Continental Press. Developmental Learning Materials (Parquetry designs, people puzzles) Fairbanks Robinson Program Level I, Teaching Resources.

Title: Auditory Perception Training
(Auditory Memory Kit, Auditory Motor Kit, Auditory Figure Ground Kit, Auditory Discrimination Kit, Auditory Imagery Kit)

Author: Rosemarie Willette, Brenda Jackson, and Irwin

Publisher: Developmental Learning Materials.

Copyright: 1970

Shelf Nos. SS 915, 916, 917, 918, 919

Cost: Total Program $260.00

Narrative: The Auditory Perception Training Program is designed to present in a sequential manner, five areas of auditory perception, each containing three levels of activities.

All activity capitalizes on a student's interests and educational development while consistently forcusing on the auditory skill being developed.

These activities can be utilized with students having minimal brain dysfunction, those identified as having auditory perception deficits,and those in a regular school readiness program. This program allows the teacher the flexibility of use with individual students, small groups, or classes. The student progresses through each level as his skills in a particular area improve.

Each of the five areas consists of three different, but progressive levels, each containing various sets of spirit masters and cassette tapes allowing the program to be used effectively with only the facilities of a cassette tape recorder and spirit duplicating machine.

Contents of Kits:

Auditory Memory $62.00
15 tapes
30 spirit masters
1 Teacher's Guide
This program develops from two items to five items to be recalled. Color discrimination, spatial awareness, and ordinal positioning are used.

Auditory Motor $74.00
18 tapes
36 spirit masters
1 Teacher's Guide
This series provides for the development of auditory skills, developing from a simple directional response to a multi-directional response.

Auditory Figure-Ground $45.00
11 tapes
22 spirit masters
1 Teacher's Guide
This series is designed to help the student focus on one auditory stimulus. As with all of the other four areas, the three levels within each are presented in a developmental sequence, enabling them to be used with students having a learning disability and/or an auditory perceptual deficit as well as being used in a primary readiness program.

Auditory Discrimination $70.00
17 tapes
34 spirit masters
1 Teacher's Guide
This area develops the ability to associate gross sounds with a pictorial representation of that sound, as well as the ability to discriminate finer sounds with a picture or letter representing a phonic element.

Auditory Imagery $37.00
9 tapes
18 spirit masters
1 Teacher's Guide
Presented in this area is work to develop skills in the ability to visualize an image from an auditory description.

LJM-12/71

Title: Formal and Informal Testing

By: Doris L. Welch

I Demonstration of Silvaroli Reading Inventory (see descriptive analysis sheet)

II Other reading tests used to measure oral and silent reading

A. Durrell
B. Spache Reading
C. Gray Oral
D. Stanford Diagnostic Reading

III Informal tests

A. Phonic survey (see handout)
Adaptation for use: Child makes response by selecting correct alphabet letter, tape recorder, flannel board.

B. St. Louis Spelling by Kottemyer.
Adaptation of directions: Use board, alphabetic letters, flannel letters and tape recorder. Teacher may administer test to groups or individual.

C. S.R.A. Phonic Survey from S.R.A. word Game I Kit
Adaptation of test: Each sub-test on a separate page - laminate the pages.

D. Auditory Discrimination Test (see handout)

E. Dolch word sentences (see handout). To be used in either diagnostic or remediation setting.

F. Common element (see handout). Use in vocabulary building.

G. Teaching Simple Concepts by Evelyn Frieden (see handout). Use ideas in diagnosing or teaching situations.

H. Cloze Technique (see handout). Delete every fifth word in paragraph. Student supplies missing word. If student gets 40% or better correct, the material would be appropriate for the student. Less than 40% would indicate that the material is too difficult for the child. Very good technique for determining reading difficulty of instructional material.

I. What to Diagnose? (see handout) Errors to look for in diagnosis.

Name of Test: Classroom Reading Inventory (C.R.I.)

Author: Nicholas J. Silvaroli

Date: 1st. edition 1965; revised ed. 1968.

Publisher: Wm. C. Brown Book Company
135 South Locust Street
Dubuque, Iowa 52003

Construction:

The Classroom Reading Inventory test purports to measure vocabulary, oral reading, comprehension, and spelling. The C.R.I. is composed of two main parts. Part I Graded Word Lists and Part II Graded Oral Paragraphs. A graded Spelling Survey, Part III is also included. The words and oral paragraphs used in this inventory are similar to the type of reading material found in various grade levels throughout the elementary school. The paragraphs selected have been evaluated for their readability level by using the Spache, Dale and Chall, and the Flesch formulas. It is designed to be a diagnostic tool for teachers in the elementary school (grades 2-8).

Purpose:

The inventory provides the teacher with information concerning the child's independent, instructional, frustration, and hearing capacity reading level. In addition to identifying realistic reading levels the teacher is able to assess the child's specific word recognition and comprehension abilities. This test also measures the types of oral reading errors.

Educational Implications:

There are several important reading skills which are not measured by this instrument, such as phonic skills, size of sight vocabulary and

ability to use context. While these skills are not usually included in oral reading tests, they are certainly important in diagnosing an individual's reading disabilities. Informal reading inventories provide useful information for independent and instructional reading programs. However, the time required to administer these measures frequently discourages teachers from using them. The Classroom Inventory was designed to provide the classroom teacher with an individual reading inventory while keeping test administration time to a minimum.

On the average, Part I can be administered in approximately five minutes and Part II in approximately seven minutes. Without including the spelling survey Part III the teacher should be able to check ten children in approximately two hours. The teacher's manual explains how the three parts of this inventory are to be administered and scored. A scoring guide accompanies each oral selection.

Teaching Simple Concepts to Exceptional Children

by

Evelyn Frieden

(Copyright 1967)

Distributed by Northwest Regional Special Education Instructional Materials Center, 1612 Columbia, Eugene, Oregon 97403

Teaching Simple Concepts to Exceptional Children

The enclosed materials were developed by Mrs. Evelyn Frieden and Miss Rosemarie Swallow for use in teaching simple concepts to exceptional children. The following concepts are included:

1. On and Off
2. Heavy and Light
3. High and Low
4. Above and Below
5. Fast and Slow
6. Open and Close
7. Soft and Hard
8. Long and Short (Dimension)
9. Long and Short (Time)
10. Big and Little
11. Loud and Quiet
12. Under and Over
13. Top and Bottom
14. Thick and Thin
15. In and Out (inside and outside)
16. Front and Back
17. Narrow and Wide
18. Up and Down
19. Full and Empty
20. ____ and_____

The concepts are taught through a variety of experiences which can be supervised by a teacher's aide or a volunteer. Notice that the suggested materials are all common and easily obtainable or available. It is recommended that each teacher develop a chart with the pupils' names and space to rate the children as to whether they accomplished (+) the task, attempted (-) the task, or did not attempt (0) the task.

The NWRESEIMC is particularly interested in expanding this project and would appreciate receiving from teachers in the region any additional concepts with suggested materials and activities.

HIGH AND LOW

MATERIALS: Drawer, swing
ACTIVITIES:

1. Stretch high - bend low
2. Reach high - bend low
3. The sky is high - the ground is low
4. A high drawer - a low drawer
5. Swing high - swing low
6. Step high - step low
7. The ceiling is high - the floor is low
8. The top of the room is high - the bottom is low

ABOVE AND BELOW

MATERIALS: Table, chair
ACTIVITIES:

1. Above the table - below the table
2. The room above - the room below
3. One hand above the other - one hand below the other
4. One foot above the other - one foot below the other
5. One finger above the other - one finger below the other
6. Sky above - ground below
7. The astronaut goes above the clouds - the submarine goes below the water
8. The stars are above us - the grass is below us
9. The sun is above us - the soil is below us
10. The light is above us
11. Put the chair above the table - put it below the table

FAST AND SLOW

MATERIALS:
ACTIVITIES:

1. Run fast - walk slow
2. Ride fast - walk slow
3. Throw ball fast - roll ball slow
4. Plane is fast - boat is slow
5. Dogs move fast - snails move slow
6. Move arms fast - Move them slowly
7. Clap hands fast - clap hands slowly
8. Tap feet fast - tap feet slowly
9. Jump fast - jump slow
10. Skin fast - skip slow
11. Talk fast - talk slow
12. Eat fast - eat slow
13. If someone says hurry, you go fast - if they say take your time, you go slow
14. When you're tired, you move slow

OPEN AND CLOSE

MATERIALS: Jar, box, bag, cupboard, drawer, clothes pin, button, zipper, can, bottle, container

ACTIVITIES:

1. Open the door - close the door
2. Open the window - close the window
3. Open the book - close the book
4. Open your mouth - close your mouth
5. Open your eyes - close your eyes
6. Open your hands - stretch your fingers - close your hands
7. Open your arms out wide - close your arms around you
8. Open the cupboard - close the cupboard
9. Open a jar - close a jar
10. Open a drawer - close a drawer
11. Open the box - close the box
12. Open the toy chest - close the toy chest
13. Open the record player - close the record player
14. Open the purse - close the purse
15. Open the bag - close the bag
16. Open the car door - close the car door
17. Open the clothes pin - close the clothes pin
18. Open a safety pin - close the safety pin
19. Open the button - close the button
20. Open the zipper - close the zipper
21. Open the can - close the can
22. Open the bottle - close the bottle
23. Open the container - close the container

SOFT AND HARD

MATERIALS: Dirt, wood, clay, drapes, blocks, marshmellows, nuts, leaves, flowers, stuffed toys, napkins, forks, soap, bread, dishes, cake, candy, fruits

ACTIVITIES:

1. Tongue is soft - top of your mouth is hard
2. Skin is soft - teeth are hard
3. Hair is soft - nails are hard
4. Ear lobes are soft - bones are hard
5. Dirt is soft - wood is hard
6. Clay is soft - furniture is hard
7. Cotton is soft - table is hard
8. Drapes are soft - chairs are hard
9. Curtains are soft - blocks are hard
10. Shirts are soft - shoes are hard
11. Marshmellows are soft - nuts are hard
12. Leaves and flowers are soft - bark and ground are hard
13. Rag doll and stuffed toys are soft - blocks and puzzles are hard
14. Napkins are soft - forks are hard
15. Soap is soft - cups are hard
16. Bread is soft - glasses are hard
17. Cake is soft - chicken bones are hard
18. Chocolate is soft - life savers are hard
19. Pudding is soft - carrots and celery are hard
20. Tomatoes are soft - apples are hard

LONG AND SHORT
(DIMENSION)

MATERIALS: Rope, crayon, rubber band or elastic, balloons, clay, paper, macaroni, pencil, stick - (Use two of each item)

ACTIVITIES:

1. Cut a short rope - cut a long rope
2. Draw short lines - draw a long line
3. Take a short step - take a long step
4. Pull elastic long and pull elastic short
5. 2 pieces of wood - long - short
6. Long balloon - short balloon
7. Roll long piece of clay -short piece of clay
8. Roll long pieces of clay - cut into short pieces
9. Tear long piece of paper into short pieces
10. Break long macaroni into short pieces
11. Long hair - short hair
12. Long pencil - short pencil
13. Long stick - short stick
14. Long crayon - short piece of crayon

LONG AND SHORT
(TIME)

MATERIALS: Lifesavers, M and M's, large and small box, sink or pail, record player, 33"record, 45" record, whistle

ACTIVITIES:

1. Dull days are long - fun days are short
2. It takes a long time to eat a box of candy and a short time to eat one piece
3. Sucking candy takes a long time. Chewing takes a short time.
4. Walking around the building takes a long time. Walking around the room takes a short time.
5. A shower takes a long time. Washing your hands takes a short time.
6. To fill a big box takes a long time. Filling a small box takes a short time.
7. Fill the sink with water - takes a long time. Fill a glass with water - takes a short time.
8. A 33" record plays for a long time. A 45" record plays for a short time.
9. It takes longer to clean with a small sponge than a big one.
10. Days are long - minutes are short
11. Take a long breath - take many short breaths
12. A long day - a short day
13. Blow a whistle for a long time - blow a whistle for a short time

BIG AND LITTLE

MATERIALS: Balls, blocks, 33 rpm record, 45 rpm record, bowls, chairs, tables, cans, buttons, books, spoons (teaspoon and stirring spoon), boxes, beads, balloons, rocks, regular dishes, silver, play dishes

ACTIVITIES:

1. Balls - big and little
2. Forks - regular size and play fork
3. Blocks - big and little
4. Take a big step - take a little step
5. Teacher is big - child is little
6. 33 record and 45 record
7. Bowls, dishes and cups - regular and toy dishes
8. Chairs - regular and child's
9. Table - regular and child's
10. Bushes - big and little
11. Rocks - different sizes
12. Cans - different sizes
13. Hands - teacher and child
14. Buttons - sort big and little into 2 containers
15. Books - big and little
16. Spoons - regular and large stirring spoons
17. Shoes - teacher and child
18. Boxes - put the little box in the big box
19. Beads on string - big and little
20. Balloons - big and little
21. Head big - nose little
22. Hands are big - nails are little
23. People are big - dolls are little

LOUD AND QUIET

MATERIALS: Record player and record, food, transistor, keys

ACTITIES:

1. Children are quiet - children are loud
2. Use the volume of the record player. Turn down for quiet, up for loud
3. Speak quietly - shout out loud
4. Tip toe quietly - stamp feet loudly
5. Tap quietly - pound the table and make a loud noise
6. Hum softly - sing loudly

	QUIET NOISES	LOUD NOISES
7.	Wind	Dog bark
8.	Rain	Jet plane
9.	Footsteps	Thunder
10.	Key rattle	Lawnmower
11.	Far-away noises	Electric motors
12.	Refrigerator	Radio
13.	A fly	Television

14. Who has a soft voice? Who has a loud voice?
15. Open the door quietly - slam the door

BIG AND LITTLE

MATERIALS: Balls, blocks, 33 rpm record, 45 rpm record, bowls, chairs, tables, cans, buttons, books, spoons (teaspoon and stirring spoon), boxes, beads, balloons, rocks, regular dishes, silver, play dishes

ACTIVITIES:

1. Balls - big and little
2. Forks - regular size and play fork
3. Blocks - big and little
4. Take a big step - take a little step
5. Teacher is big - child is little
6. 33 record and 45 record
7. Bowls, dishes and cups - regular and toy dishes
8. Chairs - regular and child's
9. Table - regular and child's
10. Bushes - big and little
11. Rocks - different sizes
12. Cans - different sizes
13. Hands - teacher and child
14. Buttons - sort big and little into 2 containers
15. Books - big and little
16. Spoons - regular and large stirring spoons
17. Shoes - teacher and child
18. Boxes - put the little box in the big box
19. Beads on string - big and little
20. Balloons - big and little
21. Head big - nose little
22. Hands are big - nails are little
23. People are big - dolls are little

LOUD AND QUIET

MATERIALS: Record player and record, food, transistor, keys

ACTITIES:

1. Children are quiet - children are loud
2. Use the volume of the record player. Turn down for quiet, up for loud
3. Speak quietly - shout out loud
4. Tip toe quietly - stamp feet loudly
5. Tap quietly - pound the table and make a loud noise
6. Hum softly - sing loudly

	QUIET NOISES	LOUD NOISES
7.	Wind	Dog bark
8.	Rain	Jet plane
9.	Footsteps	Thunder
10.	Key rattle	Lawnmower
11.	Far-away noises	Electric motors
12.	Refrigerator	Radio
13.	A fly	Television

14. Who has a soft voice? Who has a loud voice?
15. Open the door quietly - slam the door

UNDER AND OVER

MATERIALS: Table, ball, tablecloth, bed and blanket, head scarf, ring, bread and peanut butter and jelly

ACTIVITIES:

1. Crawl under the table
2. Put your feet under the table - put your hands over the table
3. Roll the ball under the table - roll the ball over the table
4. Jump over the rock
5. Jump over the ball
6. Water spills over the table - water drips under the table
7. Fishes swim under the water
8. Crawl under the blankets at night - put blankets over the bed
9. The tablecloth goes over the table
10. Your socks are under your shoes
11. Is your shirt/dress under or over your sweater?
12. Put a scarf over your head
13. Put your hands over your eyes
14. Put your hands over your ears
15. Put your hands under your chin and over your head
16. Put your hands under your feet
17. A ring goes over your finger
18. Gloves go over your hand
19. Put your tongue under your lips - put your tongue over your lips
20. Fold paper under - fold paper over
21. Spread peanut butter over your bread
22. Spread jelly over peanut butter - the peanut butter is under the jelly

TOP AND BOTTOM

MATERIALS: Box, glass, cup, drawer, ladder, steps, sweater, table, dishes, silver, jar and lid, blocks, books, bread and peanut butter

ACTIVITIES:

1. Top of box - bottom of box
2. Put your hand on the top - put it on the bottom
3. Right hand on top - left hand on bottom
4. Top of barrel - bottom of barrel
5. Top of glass - bottom of glass
6. Top of cup - bottom of cup
7. Top drawer - bottom drawer
8. Top of the ladder - bottom of the ladder
9. Top of the steps - bottom of the steps
10. Lid on top of jar
11. Hair on top of head - shoes cover bottom of feet
12. Button top button of sweater or shirt - button bottom one
13. Set table - put dishes and silver on top of the place mat
14. Napkin on top of plate
15. Stand on top of the chair
16. Tongue on top of mouth - tongue on bottom of mouth
17. Top of eye - bottom of your eye
18. Top of ear - bottom of your ear

TOP AND BOTTOM

ACTIVITIES (continued):

19. Top teeth - bottom teeth
20. Top of your head - bottom of your head
21. Spread peanut butter on top of the bread
22. Put one block on top of another - What happens if you pull out the bottom block?
23. Stack books - which is on top and which is on the bottom?
24. Start on the bottom step - climb to the top of ladder

THICK AND THIN

MATERIALS: Cardboard, tissue, rope, thread, phone book, primary and regular crayons, macaroni, spaghetti, clay, bread

ACTIVITIES:

1. Cardboard is thick - paper is thin
2. Cardoard is thick - tissue paper is thin
3. Rope is thick - string is thin
4. Rope is thick - thread is thin
5. Rope is thick - one hair is thin
6. A clump of hair is thick - one hair is thin
7. A thick sweater is thick - a thin dress is thin
8. Carpet material is thick - silk hose are thin
9. The phone book is thick - a comic book is thin
10. Primary crayons are thick - regular crayons are thin
11. Macaroni is thick - spaghetti is thin
12. Arms are thick - fingers are thin
13. Your waist is thick - your neck is thin
14. A branch of a tree is thick - a stem of a flower is thin
15. Soles of tennis shoes are thick - soles of regular shoes are thin
16. Cut breat thick - cut bread thin
17. Cut clay thick - cut slices of clay thin

IN AND OUT (INSIDE AND OUTSIDE)

MATERIALS: Box, chalk, bag, doll and doll bed, dishes, trash can, coins and purse or wallet, glass, water, barrel (part of obstacles course), trash can

ACTIVITIES:

1. In the room - out of the room (Who is in? Who is out?)
2. In the box - out of the box
3. Put it in - take it out (bag)
4. Draw a circle on the fllor. Get in the circle - get out of the circle
5. Light is inside - sun is outside
6. Put doll in bed - take doll out of bed
7. Put food in icebox - take food out of icebox
8. Put dishes in sink - take dishes out of sink
9. Put trash in trash can
10. Go in the car - get out of the car
11. In the barrel - out of the barrel (in classroom) The obstacle course
12. Tongue in and tongue out
13. Put foot in/out of shoe
14. Put hand in/out of pocket
15. Put coins in/out of purse

IN AND OUT (INSIDE AND OUTSIDE)

ACTIVITIES (Continued):

16. Put hot dogs in/out of bun
17. Put water in/out of glass - pour water out of the glass
18. Put arm in/out of coat sleeve
19. Tuck shirt in/out of pants
20. Put spoon in/out of mouth
21. Put arm in/out of sweater
22. Put hands inside/outside of cup
23. Breathe air in and out

FRONT AND BACK

MATERIALS: Book

ACITIVITIES:

1. Front of the line - back of the line
2. One foot in front - one foot in back
3. Step in front - step in back
4. Front of the book - back of the book
5. Hands in front - hands in back
6. Clap hands in front - clap hands in back
7. Tongue in front of teeth - tongue in back of teeth
8. Rock front and back
9. Jump front - jump back
10. Hand in front of mouth when coughing or sneezing
11. Who is in front of you - who is in back of you
12. Lie on your back - lie on the front of your body
13. Put back of body to wall - put front of body to wall
14. Walk four steps back - walk four steps front

NARROW AND WIDE

MATERIALS: Paper, ribbons, bottles, walking board, pencil, crayon, knife, spoon, funnel, branch, catsup bottle, milk bottle

ACTIVITIES:

1. The doorway is narrow - the room is wide
2. The hall is narrow - the room is wide
3. Paper is narrow -paper is wide
4. Ribbon is narrow - ribbon is wide
5. A catsup bottle is narrow - a milk bottle is wide
6. Your finger is narrow - your arm is wide
7. Your neck is narrow - your shoulders are wide
8. The shoelace is narrow - the belt is wide
9. A sidewalk is narrow - the street is wide
10. Walk on a narrow board - walk on a wide board
11. The opening of a bottle is narrow - the bottom is wide
12. Make a narrow passageway in the obstacle course
13. The narrow part of a pencil and crayon - the wide part
14. The narrow part of a knife - the wide part
15. The narrow part of a triangle - the wide part
16. The narrow part of a spoon - the wide part
17. The narrow part of a funnel - the wide part
18. The narrow part of a branch - the wide part
19. The narrow part of your face/chin - the wide part of your face

NARROW AND WIDE

ACTIVITIES (Continued):

20. The narrow part of your fingers - the wide part
21. The narrow part of your nose - the wide part
22. The narrow part of your leg - the wide part

UP AND DOWN

MATERIALS: Toothbrush, record player, ball, swing, teeter-totter, blocks, spoon, glass,paper, pencil, book

ACTIVITIES:

1. Stand up - sit down
2. Raise arm up - put arm down
3. Raise leg up - put leg down
4. Ceiling is up - floor is down
5. Stand up - fall down
6. Sky is up - ground is down
7. Pick up - put down (paper, pencil, spoon, glass)
8. Window shade - up and down
9. See-saw and swing - up and down
10. Brush teeth up and down
11. Step up on block or chair - step down
12. Use the curb. You're coming to a curb - step up. You're coming to the street - step down
13. Needle on record player - pick up, place down
14. Stack blocks up - push b locks down
15. Toilet - pants up - pants down
16. Reach up to find things - bend down to pick things up
17. Throw ball up - ball comes down
18. The sun is up in the sky. Where do you feel the heat?
19. Rain comes down

FULL AND EMPTY

MATERIALS: Bowl, bottle, bag, box, plate, food, sink, purse, drawers, egg cartons, form board, cup, glass, pot, trash can, trees, (Use two of each item)

ACTIVITIES:

1. Bowl is full - bowl is empty
2. Bottle is full - bottle is empty
3. Bags are full - bags are empty
4. Box is full - box is empty
5. Plate is full - eat the food and the plate is empty
6. Mouth is full - swallow food, now it is empty
7. Hands are full hands are empty
8. Sink is full of water and dishes - sink is empty
9. Trash can is full - trash can is empty
10. Pockets are full - pockets are empty
11. Purse is full - purse is empty
12. Drawers are full - drawers are empty
13. Shelf is full - shelf is empty
14. Trees are full of leaves - leaves fall off and branches are empty

FULL AND EMPTY

ACTIVITIES (Continued):

15. Egg carton is full - egg carton is empty
16. Form board is full - form board is empty
17. Cup is full - cup is empty
18. Glasses are full - glasses are empty
19. Fill the pot with water - empty it out
20. Fill the glass with kool-aid - drink it and empty it out

ON AND OFF

MATERIALS: Table, dishes, radio, water, swing, slide, chair, record player, mat, sweater

ACTIVITIES:

1. On the table - off the table
2. Put dishes on the table - clear off the table
3. Shoes on - shoes off
4. Socks on - socks off
5. Sweater on - sweater off
6. Smile on - smile off
7. Radio on - radio off
8. Lights on - lights off
9. Water on - water off
10. Heat on - heat off
11. On the swing - off the swing
12. On the slide - off the slide
13. On grass - off grass
14. On sidewalk - off sidewalk
15. On chair - off chair
16. Marching feet on the floor - feet off the floor
17. Left foot on the floor - left foot off the floor
18. Right foot on the floor - right foot off the floor
19. Hat on - hat off
20. Needle on the record - needle off the record
21. Record on record player - record off record player
22. Sweater on the hook - take it off
23. Sit on the swing - get off
24. Sit on the mat - get off

HEAVY AND LIGHT

MATERIALS: Box, bucket, bowl, cup, sponge, ball, balloon, wooden and styrofoam blocks, number puzzle, clay, styrofoam scraps, paper, hammer, nails.

ACTIVITIES:

1. Full box is heavy - empty box is light
2. Full bucket is heavy - empty bucket is light
3. Full bowl is heavy - empty bowl is light
4. Full cup is heavy - empty cup is light
5. Wet sponge is heavy - dry sponge is light
6. Ball is heavy - balloon is light
7. Wooden block is heavy - styrofoam block is light
8. Number puzzle with inserts is heavy - number puzzle empty is light
9. Bag of cane is heavy - bag of paper is light
10. Big book (phone) is heavy - little book is light
11. Heavy ball and light ball
12. Wagon and child is heavy to pull - empty wagon is light

ACTIVITIES (Continued):

13. Bricks are heavy - blocks are light
14. Bag of clay is heavy - bag of styrofoam scraps is light
15. Cardboard is heavy - paper is light
16. Record players are heavy - a record is light
17. An elephant is heavy - a fly is light
18. A hammer is heavy - nails are light
19. A car is heavy - a toy car is light
20. Shoes are heavy - socks are light

AN EARLY SCIENTIST

The huge cathedral was _____ except for the sound of _____ footsteps on the stone _____. Here and there men and _____ were kneeling. The young _____, Galileo, rose to leave. As ____ did so, his glance _____ upon the great lamp _____ above him.

Someone had _____ come to light the _____. In order to _____ so more easily, he _____ it toward him. When ____ let it go, it _____ back and forth, back and _____. The young man watched with _____ interest.

Galileo noted that _____ the swinging became less and _____ as it died down, the _____ of each swing neither _____ nor lessened. But how _____ he be sure? There _____ no watches in those _____, more than three hundred _____ ago. How could he _____ exactly the length of _____ it took the swinging _____ to make each swing?

_____ heart beat excitedly. The _____ in his body! It _____ so regular he could ____ it as a timepiece. ____ did, and found he was ____ _____ right. The lamp, swinging _____ the pendulum of a ____ clock, took the same _____ to make its first _____ movement as the last _____ one. The swing was as _____ _____ as the beat of _____ pulse.

Title: Writing Behavioral Objectives

By: Dolph Welsh

I What is an instructional objective?

A. What a student will do when he has achieved the objective.

B. Indicate what conditions the student will be able to do it.

C. Identify to what extent the pupil will be able to perform.

II Objectives

A. What is it we must teach?

1. Observable
2. Measurable

B. What materials and procedures will work best to teach what it is we wish to teach?

C. How will we know when we have taught it?

1. Quantitative measure
2. Qualitative measure

III Vimcent Filmstrip Tape Program

A. Identifying student minimal level of learner behavior.

B. Identifying class minimal level of learner behavior.

C. Identifying portion of objective which specifies the performance standard.

D. Simulated exercises

IV Summary

#1

Title: Vimcet Filmstrip Tape Programs

Author: Eva Baker

Publisher: Vimcet Associates, P.O. Box 24714, Los Angeles, Calif. 90024

Price: $15.00 for Tape-Filmstrip Program with Manual; Tapes only - $10.00; Utilization Guide $2.00

Contents of Program:
Filmstrip
Audiotape
Instructor's Guide

Groups to Which Applicable:
Students preparing to become teachers and experienced instructors who wish to improve their competency will benefit from these programs.

Instructor's Manual:
The Instructor's Manual provides the objectives of the program, technical uses of the program, and answer sheet. Zuizzes in the manual may be used as pre and posttest measures to evaluate how well the objectives of the program have been learned.

The following programs are available:

Educational Objectives
Systematic Instructional Decision-Making
Selecting appropriate educational Objectives
Establishing Performance Standards
Appropriate Practice
Perceived Purpose
Evaluation - 1967
A Curriculum Rationale
Defining Content for Objectives
Identifying Affective Objectives
Analyzing Learning Outcomes
Knowledge of Results
Teaching of Reading (Unit & Lesson Plans)
The Teaching of Reading
Discipline in the Classroom
Modern Measurement Methods
Instructional Supervision
Experimental Designs for School Research
Utilization Guide
Behavioral Objectives (no filmstrip)
Criterion - Referenced Instruction (no filmstrip)

LJM-2/25/72

#2

ESTABLISHING PERFORMANCE STANDARDS
a filmstrip-tape program by

Vimcet Associates
P.O. B ox 24714
Los Angeles, California
1967 90024

ANSWER SHEET

NAME_____

1. A B
2. YES NO
3. YES NO
4. YES NO
5. YES NO
6. _____
7. YES NO
8. _____
9. YES NO
10. _____
11. YES NO
12. A B C
13. A B C
14. A B C D
15. A B C
16. _____
17. _____
18. _____
19. _____

#3

THE TEACHING OF READING

(By Eva L. Baker, a filmstrip-tape program produced by Vimcet Associates P.O. Box 24714, Los Angeles, California 90024 - 1969)

ANSWER SHEET

NAME _____

1. A. B

2. A B C

3. Yes No

4. A B C

5. A B C

6. Rule One _____

7. Yes No

8. Yes No

9. A B

10. A B

11. A B

12. A B C

13. Rule One _____

Rule Two _____

14. A B C

15. _____

16. _____

_____

17. _____

18. Rule Two _____
Rule Three _____

19. Rule One _____
Rule Two _____
Rule Three _____
Rule Four _____

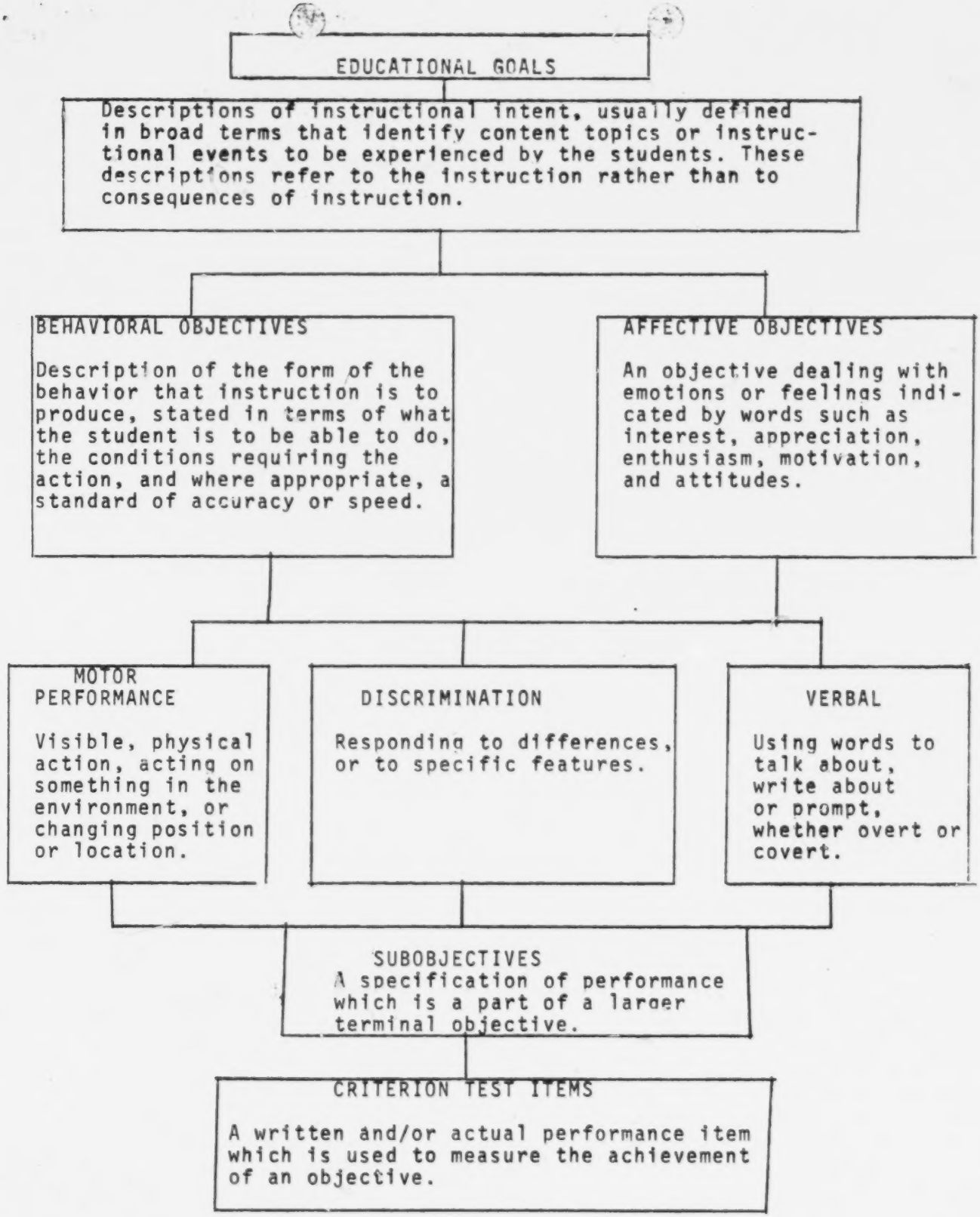
INSTRUCTIONAL OBJECTIVE

An instructional objective has three components: terms that identify what the student is to do (a verb that identifies the action), standards that tell how well the student is to perform, and the conditions or circumstances under which the student is to perform.

Care must be taken in selecting the behavioral terms describing the required performance. Some terms may be too general and need to be broken down or qualified. Some are adequate, and others are too vague to be useful. Each term selected must specify an observable and measurable activity or product of that activity.

An ob jective must always be stated in behavioral terms. However, conditions and/or standards may sometimes be implied. If they are needed to clarify the instructional intent, they must be stated. If they are obvious, they need not be stated.

MOTOR PERFORMANCE	VERBAL	DISCRIMINATION
adjust	cite	choose
align	copy	classify
apply	define	compare
close	describe	contrast
construct	explain	decide
(dis)assemble	letter	detect
(dis)connect	list	differentiate
draw	name	discern
duplicate	quote	distinguish
insert	recite	divide
load	record	identify
manipulate	repeat	isolate
measure	reproduce	judge
open	(re)state	match
operate	transcribe	pick
remove	write	select
replace		
stencil		
tune		
turn off - on		
type		


EDUCATIONAL GOALS
Descriptions of instructional intent, usually defined in broad terms that identify content topics or instructional events to be experienced by the students. These descriptions refer to the instruction rather than to consequences of instruction.
BEHAVIORAL OBJECTIVES
Description of the form of the behavior that instruction is to produce, stated in terms of what the student is to be able to do, the conditions requiring the action, and where appropriate, a standard of accuracy or speed.
AFFECTIVE OBJECTIVES
An objective dealing with emotions or feelings indicated by words such as interest, appreciation, enthusiasm, motivation, and attitudes.
MOTOR PERFORMANCE
Visible, physical action, acting on something in the environment, or changing position or location.
DISCRIMINATION
Responding to differences, or to specific features.
VERBAL
Using words to talk about, write about or prompt, whether overt or covert.
SUBOBJECTIVES
A specification of performance which is a part of a larger terminal objective.
CRITERION TEST ITEMS
A written and/or actual performance item which is used to measure the achievement of an objective.

SUMMARY

Having objectives available presents various advantages to both the student and the teacher. They help the teacher determine what content should be taught and where he should put the most emphasis. in the same way a student who has the course objectives will know what areas will be emphasized and what the teacher expects him to achieve by the end of the course. These factors lead to a more efficient and effective course of instruction.

Stress is placed on the type of performance called for by the instructional objective. The validity of a course of instruction based on appropriate objectives and test items depends on the communication of required performance stated in well-defined terms. For clarification and consistency, objectives are placed in three categories:

1. Discrimination Objective - involves the ability to describe or select two or more similar alternatives.
2. Verbal Objective - involves the ability to write or describe orally.
3. Motor Performance Objective - involves the ability to demonstrate a motor skill.

Any of the three classifications of ob jectives could be combined, depending on the requirements of the terminal objective. A verbal ob jective might be a subobjective of either a discrimination objective or a motor performance objective, and in like manner, a verbal objective might require either the ab ility to discriminate between various choices or the performance of some motor skill.

Verbalizing a pattern or sequence of performance before the actual performance occurs, or "telling youself what to do," is an activity that proves valuable and sometimes essential in reaching the terminal objective. This activity can be classified as an interim objective. Interim objectives are temporary patterns stated in action terms that aid the student in completing the terminal performance requirement.

A subobjective is performance that is part of a larger terminal objective and appears as part of the terminal performance. Subobjectives appear when large sequential tasks are involved. The primary difference between subobjectives and interim objectives is that subobjectives appear as part of the terminal performance, while interim objectives serve a temporary purpose.

CONTRACT #1A MATHEMATICS - Fractions and Mixed Numbers

STUDENT CONTRACT

Purpose

1. To identify proper fractions, improper fractions and mixed numbers.
2. To compare fractions by means of a number line, thus discovering equivalents and relationships.
3. To obtain practive in division when remainders are to be written in fractions.

Objectives

1. Given a list of fractional units, the student will be able to select all improper fractions, proper fractions, and mixed numbers.
2. Given a list of proper fractions, improper fractions, and mixed numbers, the student will be able to place them on a number line and explain their relationships.
3. Given ten division problems, the student will be able to write the remainders in fraction form.

Sample Test Situations

1. From the following list, select all proper fractions, improper fractions, and mixed numbers. In the space provided mark (PF) for proper fraction, (IPF) for improper fraction, and (MN) for mixed number.
2. Here are ten number lines showing distance from 0 to 1. Mark the fractional parts (1/2, 1/4, 1/8, 1/16, 1/3, 1/6, 1/12, 1/5, 1/10).
3. Solve the following ten division problems and write the remainders in fraction form:

Activities

1. The student will collect and bring to class recipes containing fractions.
2. The student will prepare a number line for classroom display.
3. The student will prepare circles, squares, and other units to show fractional parts.
4. Others----------

Resources

1. Written Material
   A. Math Reference Book 5 - Chapters V and Vi
   B. Enrichment Book 5 - Chapters V, and VI
   C. Filmstrip #_____
   D. Others_____

STUDENT'S NAME_____

ONE WEEK CONTRACT_____

CONTRACT DATE_____TO_____
(Date "contract" rec'd) (Date "contract" completed)

#5

WORKSHEET

PREPARING INSTRUCTIONAL OBJECTIVES

I. What is an instructional objective?

It should say three things:

A. What a student will be able to do when he has achieved the objective;

B. Indicate under what conditions the student will be able to do it, and,

C. Identify to what extent the pupil will be able to perform.

II. Identifying instructional objectives in terms of pupil performance.

A. Which of the following statements is stated in terms of pupil performance?

(Check one)

_____1. The student will have a good understanding of the letters of the alphabet, A through Z.

_____2. The student will be able to pronounce the names of the letters of the alphabet, A through Z.

Does the one you selected tell you what the pupil will be able to do when he has achieved the objective? The second statement does this. The first statement is unclear--it does not tell us what the pupil can do with his understanding of the alphabet.

Now try another pair of statements. Which one is expressed in terms of pupil performance?

_____1. The student will have an adequate comprehension of the mechanics of punctuation.

_____2. Given a sentence containing an error in punctuation, the student will correct the mistake.

Again the second statement tells us what the pupil will be able to do. The first statement does not tell us what the pupil is doing as a result of comprehension.

But isn't a pupil who is comprehending something doing something? Isn't intellectual performance an acceptable kind of student behavior?

Of course, but mental activity, as such, is not directly observable and therefore not measurable. The instructional objective must indicate what the pupil is doing and what he is doing must be observable. This means simply that since mental activity, as such, is not directly observable, some behavior that is observable will have to stand for or represent the intellectual performance we have in mind.

Now, try an example to clarify this point.

Is the following a useful instructional objective?

> To have students know the writing style of Ernest Hemingway.
>
> _____Yes _____No

If you answered yes can you identify what the pupil who knows able to do that the student who does not know not able to do?

The correct answer should have been no.

A useful objective might be written as follows:

> Given ten pairs of short prose passages--each pair having one selection by Hemingway and one by a different author--the student is able, with 90% accuracy, to choose the ten selections written by Hemingway.

This tells us what the pupil will be able to do.

III. The conditions of performance as a part of instructional objectives.

In example 1A of paragraph II, we indicated that the following was an instructional objective stated in terms of pupil performance:

The student will be able to pronounce the names of the letters of the alphabet. A through Z.

But what about the conditions under which this performance takes place? Does the statement tell us whether the pupil is to do this--

at sight or
from memory?

If from sight, will he be shown capital letters, lower-case letters or a combination?

In regular sequence or in random order?

It is immediately obvious that the conditions mentioned differ substantially and without stating which conditions apply, the instructional objective is not clear.

Now, examine two more statements. Which one sets forth the conditions under which a certain kind of performance takes place?

(Check one)

_____1. Given the Dolch list of the ninety-five most common nouns, the student will be able to pronounce correctly all the words on the list.

_____2. The student will be able to pronounce correctly at least 90% of all words found in most beginning reading books.

The first statement indicates that the student is expected to pronounce, from a list, ninety-five specific words. The second statement is unclear--who decides what words "are found in most reading books." Also, is the student to read from a list or recite from memory?

Clearly the conditions must be specified as a part of the objective.

IV. The level of performance as a part of the instructional objective.

The instructional objective should clearly identify the criterion of achievement for that objective. Stated another way, we must be able to tell from reading the objective how we would know if a student were to achieve the objective.

Example:

Given twenty sentences containing both common and proper nouns, the student will be able to identify both kinds of nouns with very few mistakes.

Does this objective tell us what the criterion of performance is? No, it doesn't. The statement "with very few mistakes" is too vague. The student attempting to achieve this objective would not know when he had done it.

Look again at the Hemingway objective identified earlier. Given ten pairs of short prose passages--each pair having one selection by Hemingway and one by a different author--the student is able, with 90% accuracy, to choose the ten selections written by Hemingway.

Even the student attempting this objective would know what was expected of him.

May 4, Thursday afternoon presentation

Title: Math Instructional Materials & Techniques

By: Lemoine Miller

Sequence of Math Materials

1. Scope and sequence chart of math skills
2. Mathematics Laboratory (McCormick Mathers)
3. Arithmetic Fact Kit (S.R.A.)
4. Arithmetic step by step Kit A.
5. Study Scope - Benefic Press
6. Distar Arithmetic 1, An Instructional System
7. Visual Approach to Mathematics
8. Wollensak Teaching Tapes
9. Understanding Math Concepts
10. Self Teacher - Tester - Checker
11. Stern Structural Arithmetic
12. Computational Skills Development Kit
13. Auditory Skills - Primary Math Concepts
14. Learning Skills Series/Arithmetic
15. Individualized Mathematics: Drill and Practice Kits
16. Cross Number Puzzles
17. Drill Tapes - Audio Reinforcement for Modern Math

SCOPE AND SEQUENCE OF MATH SKILLS

KINDERGARTEN AND FIRST GRADE

I. Cardinal Number of Sets to 12
- Subsets
- Sets of points
- Empty set
- One-to-one matching
- One-to-many matching
- Joining and separating (union and separation of sets to 12)
- Commutative and Associative properties of union

II. Number as the property common to matched sets
- Counting the elements in a set
- Cardinal numbers, including the number of the empty set
- Fractional numbers 1/2, 1/4
- Even and odd numbers
- Ordinal numbers to 7
- Zero as an addend
- Identifying digits 0 - 9
- Place value to a hundred using bundles of ten, the abacus, and number rod
- Expanded notation
- Reading and writing numerals to hundreds

III. Matching numerals to number of a set
- Many names for the same number
- Equation as two names for the same number
- Ordering to 240
- Before, after, between, one more, one less
- Introduction and use of $<$, $>$ and = symbols
- Order on the number line
- Addition and subtraction on the number line
- Addition and subtraction as inverse operations
- Associative and commutative properties of addition shown on the number line

IV. Concepts of equality and inequality developed through comparison of lengths, sizes, shapes
- Matching of sets

I. Subsets
- Set separation

II. Abstracting cardinal numbers from equivalent sets
- Understanding of numbers zero through one hundred
- Numerals as names for numbers
- Reading and writing numerals through one hundred
- Different numerals for a number
- Counting by one's, five's, ten's, and two's

III. Use of ten digits 0 - 9
- Place value numerals 0 - 100
- Expanded notation

IV. Comparing numbers
- Relation symbols $<$, $>$, and =
- Natural order of whole numbers
- "one more" and "one less" patterns
- Equations and inequalities
- Ordinal numerals first through tenth

V. Union of sets used to define addition
- Addition combinations through 18
- Addition equations
- Finding the sum
- Finding the addend
- Vertical notation
- Addition table
- Properties of addition
- Commutative property
- Associative property
- Additive property of zero
- Two-digit addition, no carrying
- Expanded notation
- Vertical notation
- Column addition
- Search for a missing operational sign

"One More" concept

<, >, + , − symbols introduced
□ as a place holder

Families of facts for addition and subtraction
Sentence involving liquids, money and measure
Recognizing when to use <, > or = in a sentence

Parentheses in sentences to show associativity
Sentences derived from story problems

V. Commutative property of addition, addends less than 10, subtraction non-commutative
Zero, the additive identity
Facts to 12 through sets, rods, number lines, equations
Three addends
Families of Facts (inverse operations)
Vertical and horizontal forms for addends less than 10
Array forms for addends less than 20
Addition-subtraction wheels

/I. Capacity-cup, pint, quart
Time-hour, half-hour, day
Money-cent,nickel, dime
Length-comparison, inch, half-inch,
Rounding

I. One-half of a region
One-fourth of a region
Measuring line segments
Curves, closed, not closed
Closed Curves-inside, outside, and on
Drawing closed curves around sets of points
On closed curves
Recognizing shapes-triangle, rectangle, squares, and circles
Recognizing regions-triangular, rectangular, square, circular
Line segments

I. Odd and even numbers

VI. Finding a missing addend
Set separation
Comparisons
Subtraction combinations through 18
Subtraction equations vertical notation
Inverse relation between addition and subtraction
Subtracting zero; subtracting a number from itself
Two-digit subtraction, no borrowing
Expanded notation
Vertical notation
Search for a missing operational sign

VII. Parts of a whole
Equivalent subsets
Fractional numbers-one-half, one-third, one-fourth
Numerals for fractional numbers, Fractions

VIII. Money-penny, nickel, dime
Time-hour, half-hour, day, week, month
Linear measure-inch, foot
Liquid measure-pint, quart
Story problems

Scope and Sequence of Math Skills -

I. Sets
   A. Recognition
   B. Element of a set
   C. Equivalent, non-equivalent
   D. Sub-sets
   E. Empty sets
   F. Matching
   G. Joining and separating

II. Numbers and Numerals
   A. Cardinal Numbers to 999
   B. Ordinal Numbers
   C. Fractions 1/2, 1/3, 1/4, 3/4, 2/3
   D. Odd and even numbers
   E. Place value to 100
   F. Many names for same number
   G. Equation as two names for same number
   H. Ordering ($>$ $<$ $=$)
   I. Number line
      Addition & Subtraction

III. Number Sentences
   A. Families of facts for addition & subtraction
   B. Using $>$ $<$ in sentences
   C. Parentheses in sets to show associativity

IV. Mathematical Operations
   A. Sentences involving liquid measure & money
   B. Sentences derived from story problems
   C. Commutative property of addition - addends greater than 10. Also multiplication
   D. Associative property of addition
   E. Development of addition & subtraction of whole numbers
   F. Development of multiplication & Division of whole numbers
   G. Addition & subtraction algorisms
   H. Array forms
   I. Number wheels
   J. Multiplication and division algorisms

Grade 2

I. Sets
   A. Equivalent & non-equivalent
   B. Union of sets used to define addition
   C. Subsets
   D. Set operation
   E. Sets to define multiplication
   F. Set partitioning

II. Numbers and Numerals
   A. Understanding of number-numeral distinction
   B. Understanding of numbers through 999
   C. Read and write through 999
   D. Different numerals for a number
   E. Place value

III. Fractional Numbers & Fractions
   A. Parts of a whole
   B. Equivalent subsets
   C. Fractional numbers 1/2, 1/3, 1/4, 3/4, 2/3
   D. Story problems

IV. Addition of whole numbers
   A. Union of sets
   B. Addition combinations through 18
   C. Properties of addition
      (1) Commutative
      (2) Associative
   D. Additive property of zero
   E. Two, three digit addition no carrying
   F. Two-digit addition carrying to tens place
   G. Three-digit addition carrying tens, hundreds places
   H. Column addition
   I. Story problems

Scope and Sequence of Math Skills -

Grade 2

V. Mathematical Operations
   A. Extensions

VI. Problem Solving
   A. Social activities
   B. Money
   C. Number sentences from picture problems

VII. Applications of Mathematics
   A. Social Environment and science
   B. Money
   C. Liquid measure
   D. Time
   E. Days of week
   F. Height, weight

III. Utilization of Known Math Information
   A. Geometry
   B. Measures
   C. Properties
   D. Number patterns
   E. Number parts

IX. Measurement
   A. Capacity - gallon
   B. Time - 1/4 hr.
   C Money - quarter, half dollar
   D. Length - unit segments - foot

X. Geometry
   A. Metric
   B. Area
   C. 1/2 of a region
   D. 1/4 of a region

XI. Non-metric
   A. Curves - closed, not closed
   B. Recognizing triangles, squares, rectangles
   C. Curves - inside, outside

II. Number theory
   A. Odd and even numbers

II. Functions-sets of ordered pairs
   A. Determining rule for finding second members of ordered pairs,using addition & sub.
   B. Measure Function (linear)

IV. Place Value

V. Subtraction of whole numbers
   A. Finding missing addend
   B. Set separating
   C. Comparison
   D. Subtraction combinations through 18
   E. Inverse relations between addition & subtraction
   F. 2 and 3 digit subtraction with borrowing from tens and hundreds places
   G. Story problems

VI. Multiplication of whole numbers
   A. Defined in terms of sets
   B. Combinations through 5 x 5
   C. Multiplication equations
   D. Commutative property of multiplication zero - one
   E. Search for missing operational sign

VIII. Measurement
   A. Money - penny, nickel, dime, quarter, half dollar
   B. Time 1/2 hr, 1/4 hr, 5 min.
   C. Linear measure, inch, foot, yard
   D. Liquid measure - pint, quart, cup, gallon

Scope and Sequence of Math Skills - Grade 3

SETS

Recognition
- Set recognition from description or from roster
- Element of a set, use of braces
- Equivalent, nonequivalent sets
- Equal sets
- Cardinal number of a set
- Subset
- Ordered pairs
- Set of points
- Sets of equal subsets
- Finite and infinite sets

Operation
- One-to-one matching
- One-to-one matching (measurement rate)
- Joining and separating sets (union and separation)
- Cross product of sets
- Commutative and associative properties of union

NUMBERS
- Cardinas Nos. to 999,999
- Ordinal Nos.
- Counting Nos.
- Whole Nos.
- Fractional Nos. - half, third, fourths, fifths, sixths, and eighths
- Even and odd nos.
- Recognition and properties
- Number pairs
- Zero and one as identity elements

NUMERALS
- Numeration to millions using period
- Expanded notation
- Regrouping through hundreds
- Roman numerals
- Equivalent fractions

NUMBER-NUMERAL DISTINCTION
- Multiplication & Division as renaming of products & factors
- Equation as 2 names for same number
- Algorisms at 2 names for same number

SET OF WHOLE NUMBERS - Units
- Defined - 1, 4, 5, 7, 11
- Operations - 1, 2, 3, 9, 11, 12
- Relations - 1,2,3,9,11,12
- Properties - 1,2,4
- Numeration - 1,3,8,9,10
- Algorisms - 1-12
- Applications - 1,2,3,4,6,8, 9, 10

SET OF FRACTIONAL NUMBERS - Units
- Defined - 3,5,6,11,12
- Operations - 3,5,6,7,9,10,11
- Relations -5,11,12
- Properties - 3,4,5,6,11
- Numerations - 3,5,7,9,10,11,12
- Algorisms - 5,6,7,11,12
- Applications - 4,5,6,8,9,10,12

SETS OF INTEGERS - Units
- Defined - 7,11
- Operations - 7,11
- Relations - 7,11
- Properties - 7,11
- Numerations - 7
- Algorisms - 7,11,12
- Applications - 7,8

SETS OF RATIONAL NUMBERS- Units
- Defined - 11
- Operations - 11
- Relations
- Properties - 11, 12
- Numeration -11
- Algorisms - 11

Grade 3

Scope and Sequence of Math Skills -
NUMBERS AND NUMERALS cont'd

ORDERING
- Ordering with numbers to millions
- Ordering with symbols
- Ordering with fractional numbers

The Number Line
- Between, before, after
- Multiply and divide on number line
- Nos. on two-number lines, the number plane
- Rounding numbers using the number line
- Fractional numbers on the number line
- Associative and commutative properties on the number line

NUMBER SENTENCES
- Sentences involving +, −, ×, ÷, <, >, or = with [a]
- Families of facts for addition, subtraction, multiplication and division
- Recognizing when to use +, -, x, or ÷
- Sentences involving liquid measure or money
- Parentheses used to show associativity
- Parentheses used to group factor
- Sentences derived from story problems

MATHEMATICAL OPERATIONS

PROPERTIES
- Commutative & associative properties of x
- Inverse operation
- Distributive property
- Closure
- Subtraction, non-commutative
- Dev. of + . - with whole numbers
- Three-place addition with multiple renaming
- Dev. of x, w/whole nos.
- Facts for 2 9 as factor
- 2-place x, one less than 10
- 3-place x, one less than 10, multiple renaming
- one-digit divisor
- One-digit divisor with remainder
- one-digit divisor with 2 no. quot.

Scope and Sequence of Math Skills - Grade 3

MATHEMATICAL OPERATIONS

Addition-Subtraction Algorisms
- Long & short forms for 3,4-place additions

Multiplication-Division Algorisms
- Vertical Form X
- Pyramid, regular form division

Four Operations With Fractional Numbers
- Equivalent fractions
- Order of Fractions
- Adding fractional numbers with sum less than 1, both denominators the same

Extensions
- Alternative Algorisms

MEASUREMENT
- Capacity
- Time - day, week, month, minute
- Money-dollar
- Length-centimeter, yard
- Area-unit square
- Volume-unit volume

GEOMETRY

Metric
- Fractions with regions with circular regions
- Measuring line segments, unit length, inch, centimeter

Non-Metric
- Recognition and properties of curved lines, line segments, points on curves, drawing
- Rays - properties of drawing Recognition planes, curves in curves-simple, closed, not closed
- Curves - inside, outside
- Angles, properties of, right angles, congruent
- Parallel lines and line segments
- Properties of triangles, triangular regions, parallelograms, quadrilaterals, rectangles, rectangular regions, squares, square regions
- Diagonals
- Circle-diameter, radius, line segments in

Scope and Sequence of Math Skills - Grade 3

GEOMETRY - Non-Metric cont'd
- Line symmetry in circles, squares and general shapes
- Closed surfaces - spheres, cylinders. cubes
- Enrichment-the Ellipse

FUNCTIONS
- Determining rule extended to multiplication & division
- Number pair IV
- Measure function (area)
- Measure function (volume)
- Graphing ordered pairs on a plane

STATISTICS
- Combinations by means of cross product
- Circle graphs
- Bar graphs - interpretation of data (range)

NUMBER THEORY
- Odd and even nos.
- Prime numbers
- Multiples

Scope and Sequence of Math Skills - Grade 4

Sets, subsets, number names, number sentences, number order, number lines, number patterns

Roman numbers
Basic addition-subtraction facts
Number pairs, inequalities, associative properties, bills and coins
Verbal problems
Geometry, right angles, parallel lines, symmetry, area, number planes, closed curves
Multiplication and division common factor property, associative property
Multiplying with number greater than 10-100
Two-stage problems
Equivalent fractions
Renaming fractional numbers
Showing division
Three properties of multiplication
Both factors greater than 10
Functions
Quotients and remainders
Working form of division
Intersection of sets
Multiples, common multiples
Common factors
Prime Numbers
Exponents
Comparing Base 8 and Base 10
Multiplication factor 1000
Division with remainders
Intersecting planes
Cylinders, cones, spheres
Measuring
Area Volume
Data
Bar graphs, double bar graphs
Averages
Adding & subtracting fractions
Joining equivalent subsets
Distributive property
Fractional numbers
Comparing fractional numbers
Expanded numerals
Verbal problems
Properties of numbers & operations
Clock equations
Number circles
Metric system

Sets and problem solving
Numeration
Rounding numbers (for use with sums and differences)
Arrays and problem solving
Multiplication of whole numbers (expanded form only)
Open sentences
Exploring geometry
Measurement (liquid & weight)
Multiplication of whole numbers
The missing factor problem
The division algorism
Geometry - Lines
Money
Making change
Introduction to Fractional Nos.
More division of whole numbers
The dozenal system
*Linear Measurement
*Bar graphs and histograms
*Whole number computation
*Exploring geometry
*Primes and composites

*Regarded as accelerated by author and not planned for in regular classroom

Scope and Sequence of Math Skills - Grade 5

1. Sets, Numbers, Numerals
   Set Operations
   Finite and infinite sets
   Number sentences
   Millions
   Exponents
   Comparing base 10 and base 5
   Metric system

2. Addition-Subtraction
   Open and closed sentences
   Basic addition-subtraction facts
   Equations and functions
   Verbal problems
   Working with money
   Measures
   Number patterns

3. Geometry
   Special simple closed curves
   Points, lines and planes
   Perimeter
   Angles
   Parallels and perpendiculars
   Circles
   Simple closed surfaces
   Area and volume

4. Multiplication-Division
   Cross products of sets
   Properties of multiplication
   Basic multiplication-division facts
   Verbal problems
   Tens, hundreds as factors
   Division with remainders
   Estimating the quotient

5. Statements
   Equations as function rules
   All - some - none
   Sets-subsets
   if, then
   if,not, then
   Data
   Average, range, median

1. The set of quotients
   Quotients as parts of whole numbers
   Number lines regions

2. Open sentences
   Multiplication equations for which the set of whole numbers does not furnish solutions

3. Fractional Numbers
   Set comparison
   Fractional numbers
   Whole number quotient
   Fractional number quotient

4. The properties of the set of fractional numbers
   Inverse property for multiplication

5. Multiplication of fractional numbers
   Numbers
   Closure
   Associative and commutative properties
   Identity number

Scope and Sequence of Math Skills - Grade 5

6. Number Theory
   Factors
   Multiples
   The distributive property
   Primes
   Clock arithmetic

7. Fractional Numbers
   Fractional number line
   Numerators greater than 1
   Equivalent fractions
   Renaming fractional numbers
   Fractional numbers greater than 1
   Fractional numbers and division
   Ratios
   Rates

8 Adding and subtracting fractional numbers
   Fractional number patterns, functions
   Adding and subtracting mixed numerals
   Adding and subtracting
   Probability

9. Geometry and graphing
   Measuring
   Parallelograms
   Right triangles
   Equations for area and volume
   Similar polygons
   Ratios and scale drawing
   Symmetry
   Averages

10. Multiplication, division with fractional numbers
    Products greater than 1
    Functions and number patterns
    Multiplication and division inverse operations

11. Numbers, Fractional Numbers
    Decimal fractions
    Review
    Decimal fractions
    Tenths-hundredths
    Addition-subtraction of decimal fractions
    Verbal problems

6. Division of Fractional Numbers

7. The Box
   Points, lines, and planes

8. Fractional numbers
   Two and three-dimensional geometric figures

10. Measurement
    Area
    Two-dimensional
    Figures
    Rectangle
    Triangle-parallelograms

11. Trial and Success
    Story problems

Scope and Sequence of Math Skills - Grade 6

1. Sets, subsets, supersets
   Cross products
   Properties of mathematical operations - addition, subtraction, multiplication, division
   Decimal system
   Roman numerals
   Base eight numerals
   Denominate numbers
   Metric system
   Exponents

2. Addition, subtraction, multiplication, division
   Review of number operations
   Magic square
   Sentences
   Two-stage verbal problems
   Rates and functions
   Estimating quotients

3. Geometry and graphing
   Sets of points
   Measuring
   Polygons
   Drawing figures
   Congruent triangles
   Planes, spaces, closed figures
   Number planes
   Computation of perimeter
   Area, volume

4. Multiplication - Division
   Lattice Multiplication
   Rounding and Estimation
   Rate
   Area, volume and surface area functions
   Division with money
   Data and range
   Average
   Median and mode
   Squaring and square roots

1. Decimal numeration - Place value
   Additive interpretation of decimals

2. Addition and subtraction with decimals
   Word problems

3. Multiplication with decimals
   Word problems

4. Division with decimals
   Word problems

5. Decimals and fractions
   Use of number line

6. Measurement of volume
   Computation of volume, area, surface area, word problems

7. Geometric construction

8. Metric Measurement

9. Repeating decimals
   Reviewing materials in Units 1-5

10. Histograms
    Bar graphs
    Quartile
    Interquartile range
    Median range
    Mean

11. Integers, Addition-subtraction

12. Integers, Multiplication-Division

13. Reciprocals of the Integers

14. Review of fractional numbers
    Factors
    Prime numbers

15. Fractional Numbers: Addition and multiples

16. Rational numbers as differences

Scope and Sequence of Math Skills - Grade 6

5. Statements
   Equivalent equations
   Inequalities
   Ordered number pairs
   Equations with two placeholders
   Graphs of function equations
   All, some, none
   All, some
   If, then
   If, and, then
   If, not, then
   Formulas

6. Number theory
   Factors
   Multiples
   Prime numbers
   Rules for divisibility
   Casting out nines
   Binary numerals
   Clock arithmetic

7. Fractional numbers
   Numerator and denominator
   Fractional numbers and division
   Equivalent numbers of fractions
   Probability

8. Multiplication-division of fractional numbers
   Probability
   Multiplication and division as inverse operations
   Reciprocals

9. Geometry and graphing
   Measurement
   Theorems of Pythagorans
   Linear pairs
   Perpendiculars
   Bisectors
   Rigid polygons
   Ratios
   Intersecting planes and closed surfaces
   Ellipse symmetry

17. Rational numbers - computation

18. Geometry: spheres and circles

19. Latitude and longitude

20. More about prime exponents

21. Introduction to percentage Part I
    Using fractions and decimals

22. Introduction to percentage Part II

23. Use of per cent

24. Properties of rational numbers

Scope and Sequence of Math Skills Grade 6

10. Decimals - per cents
    Tenths, hundredths,
    thousandths
    Fractions, decimals, per cent
    Profit and Loss

11. Integers
    Closure
    Using two number lines
    Opposites
    Rational numbers
    Addition, subtraction,
    multiplication, division
    of integers

DLW-9/71

Title: Arithmetic Fact Kit

Publisher: SRA

Format: Kit

Grades - 3 to adult

Contents: Factpacer, 176 Fact Cards, 24 Preview Cards, 24 Mastery Cards, 144 Self-Help Cards, Teacher's Guide, Student Record Book

Price: $54.95

Narrative: The Arithmetic Fact Kit presents a new dimension to drill. It presents carefully devised Fact Cards that will help the student demonstrate speed and accuracy and develop mastery of basic arithmetic addition, subtraction, multiplication, and division. The Arithmetic Fact Kit will complement any basal program and can be used by small groups or individuals with a minimum amount of the teacher's time.

1. Tests - The student starts with a set of tests to find his place in the program.
2. Preview Cards - Precede each set of Fact cards and alerts the student to what comes next.
3. Fact Cards - divided into three practice sequences for each operation, contain four structured exercises each.
4. Mastery Test Card - follows each practice sequence and allows the student and teacher to evaluate progress.
5. Self-Helf Cards - serve as a source of reference for the student. They contain discussion of concepts, activities, and hints to help students master the facts.
6. Factpacer - is a mechanical sliding shutter device that allows the student to work in competition with himself.
7. Teacher's Guide - contains suggestions for effective use of the Arithmetic Fact Kit. The kit enables the teacher to concentrate on helping the individual student to improve his arithmetic skills.

LJM-4/12/72

Title: Arithmetic Step by Step, Kit A

Author:

Publisher: Continental Press, Inc.

Copyright: 1969

Format: Duplicated Worksheets

Purpose: To help pupils with low mental ability and learning problems to develop basic skills in arithmetic.

The program consists of 10 units, each unit containing three levels and one pretest.

Units are as follows:

1. Counting
2. Sets
3. Addition
4. Subtraction
5. Relations
6. Money
7. Time
8. Measures
9. Calendar
10. Geometric Shapes

Uses: This developmental approach can be used to meet the individual needs of each student as it is programmed into small steps with emphasis on review and practice.

1. The same topic is presented on three different levels. If a pupil is having difficulty with one level, he may be moved to a lower level.
2. A pretest is provided for each unit to aid the teacher in determining the pupil's instructional level.
3. Although there are three levels in each unit, the pupil may vacilate between levels.
4. The rate of presentation can be adjusted to meet the needs of each student.

This program can be used with individuals, special groups, or an entire class. The duplicated format facilitates individualization, as each completed page is kept in the pupil's looseleaf notebook.

This program is to be used with pupils working at levels between readiness and grade three. The social arithmetic experiences in the program extend through 3.5. The illustrations are designed to appeal to the older pupil who is still working at the primary level.

A complete teacher's guide with specific suggestions for instruction and the use of supplementary concrete materials is included in the kit.

LJM/11-71

TITLE: Understanding Math Concepts

AUTHOR: Royce Hargrove and Daniel Quinn

PUBLISHER: Stanley Bowmar Co., Inc.

DATE: 1967

FORMAT: Worksheets and Records

PURPOSE: To provide review and remedial exercises for Modern Math programs.

The program consists of 24 worksheets and 12 records divided into nine units, covering the following concepts;

1. Sets
2. Addition and subtraction of whole numbers
3. Multiplication and division of whole numbers
4. The properties
5. Systems of Numeration
6. Factors and Primes
7. Fractional Numbers
8. Integers
9. Geometry

USES: This program has many uses in the classroom.

1. As a supplementary program to introduce, or summarize developments in a basal math program.
2. As a transitional program for an entire class when a traditional series is being replaced by a modern series.
3. As a transitional program for students transferring from areas where only traditional mathematics is taught.
4. As a remedial program for students who have failed to grasp important concepts presented in earlier grades.

5. As a brief refresher course at the beginning of a school year.

6. As a review program.

The program can be used with individuals, small groups, or the total class. There is immediate feed-back to the student so he knows whether or not he has made the correct response.

This program is to be used with students in grades 4 through 8. Each lesson takes approximately 20 minutes.

For Teacher In-Service Training Programs: Teachers who have been teaching traditional mathematics for many years may be profoundly uneasy over the prospects of teaching a new kind of mathematics. Detailed suggestions for introducing new math to teachers who are untrained in these concepts are presented in the teacher's manual.

For Parent Workshops: Frequently administrators find it desirable to hold workshops for parents to explain to them what this "new math" is all about. Detailed suggestions for use in parent workshops are also presented in the manual.

Title: Drilltapes - Audio Reinforcement for Modern Math

Publisher: SRA

Format: Tapes, Reel

Grades: 1 - 6

Contents: 80 Drilltapes; 2 looseleaf bound Teacher's Guides

Price: $577.50

Narrative: Drilltapes is a supplementary program for modern mathematics courses. There are 80 taped recordings containing 192 lessons that drill students in computation.

The tape boxes and teacher's guide are color coded according to the following:

Red - addition
Blue - Problem Solving
Green - Subtraction
Brown - Sets
Tan - Numbers and Numerals
Purple - Multiplication
Gray - Division
Aqua - Fractional Numbers
Orange - Enrichment Topics
Black - Teacher Orientation

The drilltapes are recommended for:

1. Reinforcing and maintaining computational skills
2. Diagnosing specific areas of weakness in computation
3. improving listening skills and increasing speed
4. Maintaining pupil interest
5. Adjusting instruction to individual differences of pupils

Teacher's Guide: The looseleaf teacher's guide has been prepared with a one-page description for each reel including:

1. Objectives
2. Preparation
3. Notes to Teacher
4. Time required

In each section, a Scope and Sequence Chart is included which lists twelve major basal modern mathematics texts. These texts have been reviewed to determine when a concept is introduced in each text. Page references are designated for each text on this chart.

LJM-4/12/72

May 4, Thursday morning

Title: Prescription Process

By: Doris L. Welch

I Slide presentation "Step by step guide" using the Select Ed Prescriptive retrieval system in developing prescription

A. Simulated problem to be used with retrieval system in selecting materials for individual prescription (see handout "Comprehensive Services Cooperative Prescriptive" materials laboratory coding guide for retrieval system.)

B. Participants selected materials for students in their own class.

II Prescription writing

A. Sample of student prescription (see handout) Demonstrated materials in prescription

B. Sample of I.T.P.A. student prescription (see handout) Demonstrated materials in prescription

C. Prescriptive teaching techniques and instructional materials for the I.T.P.A.

Techniques were discussed following materials demonstrated: Julie and Jack, Family Circus, Knowledge-Aid-Communication Phase, Ginn Language, Peabody, Auditory Stimulator, Listen and Do, and Buzzer Board.

COMPREHENSIVE SPECIAL SERVICES COOPERATIVE

PRESCRIPTIVE MATERIALS LABORATORY

and

CODING GUIDE

for

RETRIEVAL SYSTEM

PART ONE

SPECIFIC CONTENT DESCRIPTORS

199. ABACUS

Code when instructional material explains the abacus and/or teaches how to use it.

370. ACTION VERBS

Code only when material is specifically teaching such verbs as running, jumping, hopping, etc.

371. ADDITION

Code this term each time any other addition term is used. This is a general term which will retrieve all materials containing addition problems.

202. ADDITION - BASIC 100 FACTS

Code when the material presents any of the basic facts from 0 through 9 whether vertical or horizontal presentation.

$\begin{array}{r} +0 \\ \hline 0 \end{array}$ $\begin{array}{r} +9 \\ \hline 18 \end{array}$

Code 371 also.

267. ADDITION - HORIZONTAL

Code only when problems are presented as: 5+2=7, 4+3+2=9.

Code 371 also.

208. ADDITION - MULTIPLE ADDENDS, MULTIPLE COLUMNS, NO C* OR C*.

Code
$\begin{array}{r} 38 \\ 33 \\ +36 \\ \hline 107 \end{array}$

Code 371 also.

205. ADDITION - SINGLE COLUMN, MULTIPLE ADDENDS, C

Code
$\begin{array}{r} 6 \\ 1 \\ +4 \end{array}$

Code 371 also.

201. ADDITION - SINGLE COLUMN, MULTIPLE ADDENDS, NO C

Code
$\begin{array}{r} 6 \\ 1 \\ +2 \end{array}$

Code 371 also.

*C - carrying

65. HARD V.S. SOFT SOUNDS

Code when exercises involve differentiation between hard and soft sounds; such as, crayon - cement (hard - soft)

66. HOMONYMS

Code when exercises are dealing with sound-a-like words with different meanings. Example: blue-blew.

183. HUMOR

Code when material theme is primarily humorous in nature.

11. INDIVIDUALIZED READING PROGRAMS

Code this term when material is specifically indicated as an individualized reading program.

67. INITIAL CONSONANTS

Code when exercises are dealing with initial consonants. Example: string, bring, sing.

156. INITIAL VOWELS

Code when exercises are dealing with initial vowels. Example: apple, elect.

68. INTERPRETATION

Code when a reading selection is presented and requires student to interpret what author said.

69. INTONATION

Code when exercises require student to put feeling, and use various inflections in oral presentation.

70. IRREGULAR DOUBLE VOWELS

Code when exercises deal with phonetic elements; such as, ow as in snow; oo as in rooster, school; oo as in book, hood; au as in auto; aw as in paw.

71. IRREGULAR WORDS

Code when linguistic exercises dealing with words; such as, of - was are presented. Same sound, different spelling.

165. ISOLATED PHONETIC SOUNDS

Code when response required is production of phonetic sound for a single letter, such as p, or, for a combination of letters, such as pl.

72. JAW EXERCISES

Code when exercises are designed to improve placement of jaw and ultimately improve the production of speech sounds.

PART TWO

FORMAT AND SPECIAL CHARACTERISTIC DESCRIPTORS

309. CHARTS OR POSTERS
Code this term to describe material presented on charts or posters.

310. COLOR-CUED
Code this term to describe material which uses some type of color key system to aid the learning process.

311. DIAGNOSTIC TEST AND/OR INVENTORY
Code this term to describe tests that accompany commercial programs.

312. DUPLICATED MATERIALS (WORKSHEETS)
Code this term to describe any material that is available in some master copy units that can be duplicated.

313. FILMSTRIPS
Code this to describe filmstrips, with or without sound track, color or black and white.

363. FILMLOOPS
Code this to describe the 8 mm, single concept films: sound or silent; color, or black and white.

314. GAMES AND AIDS (MODELS)
Code this term to describe instructional material that is in game format, or material used as an aid to teach a concept, or models that are to be put together.

315. KITS
Code this term to describe material that is put together in a box, such as SRA Kits. (Everything necessary for teaching is in box)

316. LARGE PRINT
Code this term to describe material that has print larger than 24 pt. type.

317. MULTI-ETHNIC
Code this term to describe material that has illustrations of people of various races.

318. PAPERBACK
Code this to describe reading material presented in paperback form. Do Not code workbooks, etc. which are simply paperbound instructional material.

319. PREPARED CARDS
Code this to describe material in which exercises are on separate cards. The student does the exercises on one and goes on to another.

320. PROGRAMMED-MACHINE
Code to describe material which is used on a machine.

321. PROGRAMMED-PAPER
Code to describe material which is programmed but in paper form without a machine.

367. PROGRESSIVE CHOICE
Code to describe material which in the beginning gives a limited amount of possible response which are very dissimilar. As program progresses, possible choices increase and response becomes more similar.

322. READING BOOK
Code this term to describe any reading material other than regular subject matter texts or basal readers.

323. RECORDS
Code to describe any record.

324. SLIDES
Code to describe any material on 35 mm. slides.

325. STUDY PRINTS AND PICTURES
Code to describe teaching pictures and prints which have questions to stimulate study or discussion on reverse side.

326. TAPE
Code to describe any material for use on tape recorder.

327. TAPE/RECORD AND WORKSHEET/WORKTEXT
Code to describe any material that has a recorded audio portion with accompanying worksheets or workbooks.

328. TEXTBOOK
Code to describe any material that is academic in nature (imparts subject matter information) and used for reading and discussion.

329. TRANSPARENCY
Code to describe teaching transparencies for the overhead projector.

SECTION FOUR

READING LEVEL DESCRIPTORS

371 Preprimer Reading Level

372 Primer Reading Level

373 1.0 Reading Level

374 2.0 Reading Level

375 3.0 Reading Level

376 4.0 Reading Level

377 5.0 Reading Level

378 6.0 Reading Level

SIMULATION PROBLEM

After administering the EMC Test Battery, Miss Davis, the Methods and Materials Consultant/Teacher found that John, a second grade referred student, reading on second grade level, needed work on initial consonants. For John's classroom prescription, Miss Davis selected a self-contained kit-type program. John's Classroom Teacher may find this material appropriate for supplemental work for other students in her class.

1. What is the problem?

_____ Descriptor Number_____

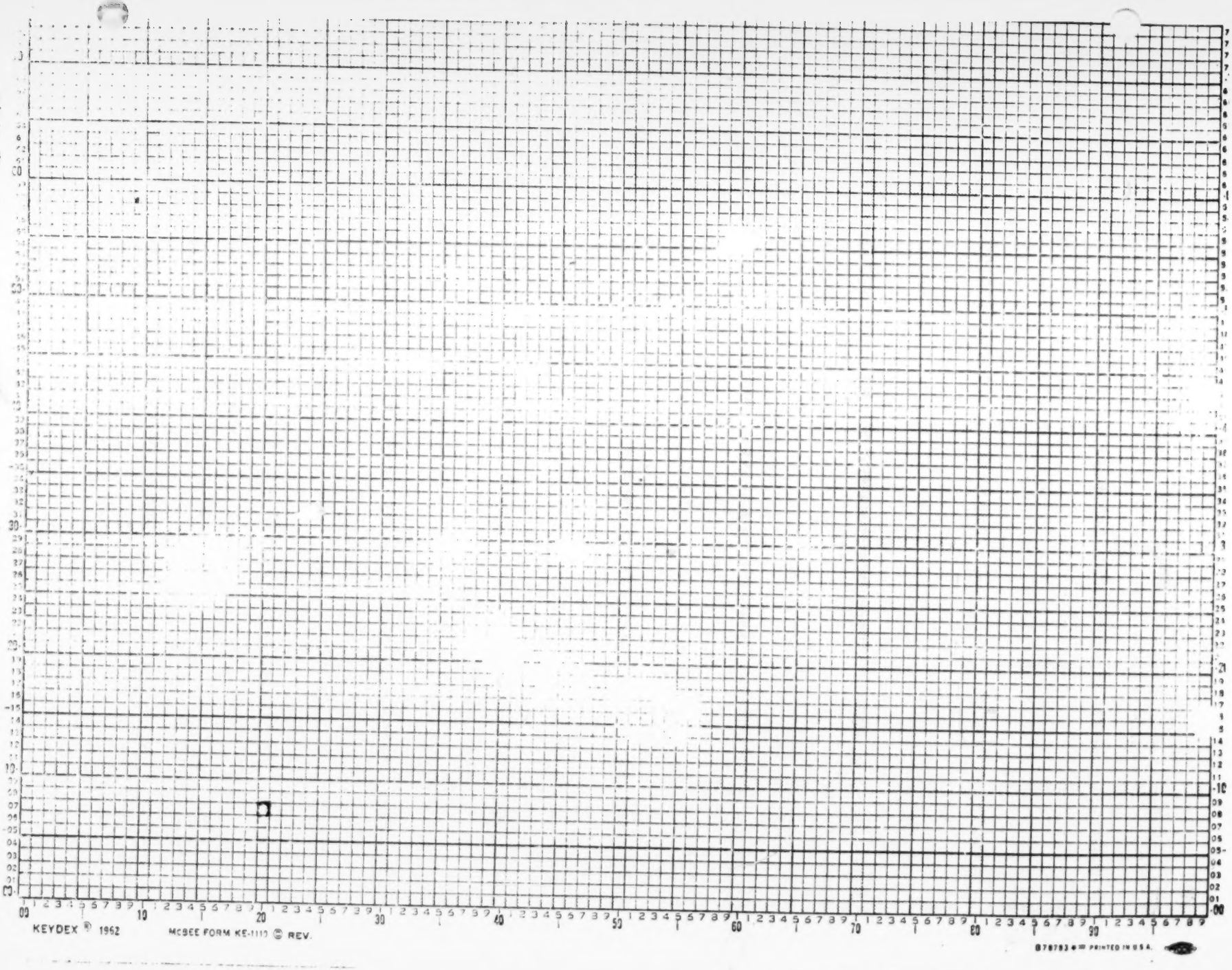
2. What Mental Age?

_____ Descriptor Number____ _____

3. What Format?

_____ Descriptor Number_____

4. Documents retrieved_____



132

MENTAL AGE
FORMAT Laboratory (prepared cards)
READING LEVEL 1.2 - 3.0

DOCUMENT NO. 720

SHELF NO. SS 333

DESCRIPTIVE ANALYSIS CARD

TITLE: Reading Laboratory Ia
AUTHOR: Parker, D. H. and Scannell, Genevieve
PUBLISHER: Science Research Associates
COPYRIGHT: 1961

NARRATIVE: Reading Laboratory is the core of the SRA reading program for the first grade. The materials of this laboratory (Listening Skill Builders for the listening program; Power Builder for the reading program) have been designed to meet the range of pupil interest and ability typically found in the first grade. The comprehension checks and the word-study exercises present and reinforce skills needed by pupils of this age group. It is possible for each child to participate in this program as an individual because the power builders of lab. Ia have been multi-leveled; that is, selected and adapted to fit into seven reading levels within the usual first-grade ability range. Each pupil works with materials at his own level of difficulty. The skills are provided at different levels in relationship to the child's functioning level and speed with which he works. Power Builders help pupils develop skills and come in four-page reading sections. The laboratory contains power builders with answer keys for each reading level.

Lab Ia Reading Levels

Color	Reading Level	No. of words per selection
Gold	1.2	30-40
Aqua	1.4	70-80
Purple	1.7	100-125
Orange	2.0	175-225
Olive	2.3	300
Blue	2.6	350
Brown	3.0	400

Color Level	Phonic or Structural Skill
Gold	Initial consonants
Aqua	Final consonants
Rose	Short vowels
Purple	Initial digraphs
	Final digraphs
Silver	Long vowels
Orange	Initial blends
Olive	Common phonograms
Blue	Endings: base words
	Endings: common words
	Compound words
Brown	Short vowel sounds
	Short vowels: consonants
	Short vowels: blends
Green	Long vowels
	Long vowels: blends
	Two vowels together
	Review

NAME _____ M & M _____

GRADE Two DATE _____

AGE 7 STUDENT NO. _____

SCHOOL _____ TEST SCORES: PRE _____

POST _____

DEFICITS	(Classroom Teacher) SCHOOL PRESCRIPTION	(M&M Teaching Program) SCHOOL PRESCRIPTION	HOME PRESCRIPTION
Beginning Consonant Sounds n,s,d,l,m,f	Landon Phonics Tapes & Worksheets Ideal Magic Cards - Initial Consonants	Workbook: Phonics Workbook Check & Double Check #1 ABC Dictation Skills Program First Book Bloomfield's Let's Read Series, Book 1, Reader Book 1, Workbook	Game: Early Childhood Series; Beginning Sounds

NAME _____ M & M _____

GRADE _____ DATE _____

AGE _____ STUDENT NO. _____

SCHOOL _____ TEST SCORES: PRE _____ POST _____

I.T.P.A.

DEFICITS	(Classroom Teacher) SCHOOL PRESCRIPTION	(M&M Teaching Program) SCHOOL PRESCRIPTION	HOME PRESCRIPTION
A. .TORY ASSOCIATION Difficulty following directions, completing sentences, and sequencing of oral information	SRA Listening Skills Program Ideal Tapes, Landon Records, Imperial Reading Prime-O-Tec Program	Language Experience Reading Program	Games: Sequence Story Cards Tell Again Story Cards
VERBAL EXPRESSION Difficulty expressing ideas and formulating sentences	Scott-Foresman - Read-Along Program	Knowledge Aid - Communication Phase Program	
GRAMMATICAL CLOSURE Difficulty in sequencing sounds or \ ds and sentence structure	Julie & Jack - Sequencing and Language Development	Bush - Aids to Psycholinguistic Teaching	

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Auditory Reception Auditory reception is the ability to comprehend the spoken word. This process is tapped by "yes"or "no" answers to such questions as,"Do apples fly?" Since decoding and not encoding is the process being measured, if the child cannot say "yes" or "no" a gesture response is accepted. Can he hear and understand the spoken word.	Has difficulty sounding out words Can't remember sequence of sounds in words Has a problem understanding oral communication about time, quantity and orientation concerning direction in space Has difficulty determining main idea from material given orally May misuse small words May have articulation problem May take poor notes - miss what is said May exhibit difficulty in following oral directions	Identification of familiar sounds Recite part of a nursery rhyme; pause to let the child finish it. Have the children listen out of the window or to the radio and identify sounds. Play games to help follow directions. Have the child tell if a pair of words (e.g., see, she, life, left) sound the same or different. Begin with gross words. Have pupils identify objects or situations described by the teacher. Require pupils to answer questions about material read aloud to them. The teacher can define a word and have the pupil re-define it in his own words. "Simon Says" games, oral directions Writing from dictation Make short reports to class. Auditory Closure procedure. Direct one task at a time. Auditory discrimination activities. Recite parts of rhymes (riddles)	Talking book Records Language Masters Tapes Teaching Technology Corporation Audio-flash Games P.L.D.K. Listening games Sights & Sounds Random House Sounds for Young Readers Talking Time McGraw-Hill Bowmar Record, Listening Time Stories, Scott, Louise Binder

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Visual Reception Visual reception is the ability to comprehend pictures and written words. In this subtest the child is presented with a stimulus picture which is then removed, and the child is asked to point to one picture from among a set of four. The correct choice is semantically identical to the stimulus picture but is not physically identical, e.g. a silver knife and a jackknife. Can the child look and see	Has difficulty with likenesses and differences Has difficulty with sequencing letters Reversals of b, d, u, n, etc. Has difficulty comprehending silent reading Poor artwork, handwriting, can't read what is copied by him Can't tell time, poorly coordinated May not see objects in a picture May leave or skip words in reading	Display a picture and ask a child to find certain items or name incomplete items in the picture. Have children look out the window and identify objects Have children pick out objects in terms of shape color or size (e.g., "the green car, the large boy") Ask a child to identify action in pictures, in the room, etc. ("show me the girl running"). Utilize a systematic phonic approach in reading with pupils in this area. Identifying things wrong in pictures	Frostig Work Sheets (Figure-Ground) Parquetry Blocks Peg & Shape Board Sorting Blocks Sorting Forms Continental Press Visuals Color Recognition Milton Bradley Michigan Tracking Perceptual Training Activities Handbook - Teacher's College Press Continental Press Visuals

PRESCRIPTIVE TEACHING

(Compiled by Doris Welch, Lamoine Miller and Floyd Hudson, Ed.D.)

SPECIFIC LEARNING DISCRDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Auditory Vocal Association Auditory association is the ability to relate spoken words in a meaningful way. In this subtest the auditory perception and the vocal expression require minimal ability hile the association process is tested by items of increasing difficulty. This analogies test is a "controlled association" test utilizing a sentence completion technique; for example, "Father is big, baby is _____." Hear and Say	Can't follow oral direction Has difficulties with analogies, opposites, verbal or pictorial absurdities May chose wrong objects from those requested Can't explain a sequence of ideas orally Must be given oral material slowly Has difficulty categorizing oral material May not associate visual cues with oral expression May not be able to complete sentences	Have the pupil name all the things he can think of when you say_____ (orange). Ask children questions like "In what way is a hat like a coat?" Ask children to explain verbal passages. Ask for interpretations of phrases or paragraphs orally read to class. Ask pupils questions involving absurdities: "Would I find a bed in the kitchen?" Have pupils choose from several objects the one which the teacher has berbally described in terms of the uses or characteristics of the object. Verbal descriptions should progress from simple descriptive phrases to complex sentences. Utilize activities which require pupils to associate sounds with visual cues. Discuss the relationship among certain concepts such as letters, words, sentences and paragraphs. Have pupils supply a missing word in a sentence presented verbally. (Cloze technique)	ITTI Drill Tapes Teaching Resources T-Matic 150 Letter Recognition Ideal Tapes Tell Again Story Cards Level II Eye-Gate Inc. Think, Listen & Say Tachomatic 500 The Alphabet Wollensak Teaching Tapes Basal Reading Workbooks Listening Games SRA Listening Skills Program Language Master

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Visual Motor Association Visual association is the ability to relate meaningful visual symbols. This process is tapped by a picture association test. The child is presented with a single stimulus picture and a set of four choice pictures, one of which is associated with the stimulus picture. The child is asked, "Which one of these (pointing to the set of choice pictures) goes with this (pointing to the stimulus picture)?" The child is to point to the one picture from among the choice set which has a conceptual communality with the stimulus picture. Can the child see, associate and indicate related symbols.	Has difficulty arranging pictures sequentially Has difficulty categorizing pictures May not follow directions correctly May not be able to match objects May not be able to tell or follow sequences of objects Has difficulty organizing, storing and retrieving data from the visual modality. Has difficulty with pictorial absurdities	Have pupils sort and match like objects (red and white buttons) Show pupils a picture, e.g.,of a boy eating. Ask,"Show me what the boy is going to do next." Stress craft & art type of work with hands. Give the child activities which provide practice in using pictorial sequencing absurdities and opposites. Play classification games in reading Provide practice finding similarities and differences through: categorizing pictures & words sorting pictures of objects, shapes, color & size use cloze technique for spelling templates	Developing Learning Readiness W/D-McGraw Hill Go Together Lotto Consonant-Vowel Lotto Dolch Magnetic Primary Counting Shapes-Instructo Seeing Likenesses & Difference-Level 1 Continental Press Teach Key - 3 M Co. Flash-Write Program Tachist-O-Flasher Perceptual Development & Training Materials D.L.M. Materials Teaching Resources Visual Motor Perceptual Teaching Materials ERIC Program I Perceptual-Motor Readiness Materials (Matching)

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Verbal Expression Verbal expression is the ability to express one's ideas in spoken words. In this test, the child is shown a series of familiar objects like a ball, or a block, or a piece of chalk, or a piece of isinglass and is asked to "Tell me about this." The score is the number of discrete descriptions. Tell about something.	Difficulty in remembering words when talking Describes objects rather than naming them Hard to express ideas - goes "around the elbow to get to the thumb" Poor vocabulary Has difficulty formulating sentences Rate or rhythm problem when speaking	Imitate the child's sounds and have the child imitate the teacher's sounds. Actions, objects and pictures can be labeled by the teacher and the children can be encouraged to imitate these labels vocally. Spontaneous speech can be encouraged by having the children give previously learned labels without prompting. When familiar individual words are utilized, the teacher can encourage the combination of these into two-word sentences. Display pictures on door outside of classroom and get pupils in the habit of studying these carefully. During the language activity requires them to recall such characteristics of the picture as: a. The central figures; names of the people, animals, objects, etc. b. Number of people, animals, etc. c. The action involved; what the individuals were doing d. shapes, sizes, composition; other physical characteristics e. functions of people, animals objects in the scene f. colors of objects, animals, people in the picture	

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIALS
		Listening to stories - Taped or records Bring toys, gadgets, bric-a-brac and other articles for observation, manipulation, touch, smell and discussion. Have students talk about these objects, ie., their shape, size, color, and function. Occasionally include similar items, e.g.,(a)soap granules and a cake of soap; or (b) letter opener, in, pen, ball point pen, in order to bring out similarities as well as differences in appearance and function. Stress attendance to details and transfer of observational habits and principles from lesson to lesson. Take short neighborhood field trips and utilize observations from the classroom window to stimulate or develop ideas for discussion. Have pupils present oral book reports and accounts of simple stories read in school or at home. Utilize slide projectors, View-Masters, hand puppets, cut-outs, realistic models, globes, maps, pictures and flannel-board materials to stimulate general conversation and expand language concepts.	

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASSROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIALS
		Use verbal classification and categorization of objects as another means of stimulating speech and discussion. For example, pictorial cards depicting various household items can be provided children in a group. Members can discuss each object portrayed and tell which room in the house the item is usually associated with, e.g., appliances, furniture, foods, clothing, recreational items, can be classified as to function, location, origin, etc. Activities for developing general vocal encoding ability in individual pupils might include: a. imitation of vocal sounds, expressions, phrases and statements made by the tutor. b. filling in of sentences; teacher reads a phrase and the subject completes a sentence using this phrase c. listening to the verbal absurdities; short story presented and pupil picks out the absurd word, then repeats it using a sentence. d. listening to the presentation of a series of words, picking out the word that doesn't belong in the series, and telling why e. use of the "Wordy Game" to build sentences f. teacher-read stories followed by questions on content and meaning	

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
nual Expression nual expression is the ility to express one's leas in gestures. At e representational vel, manual expression tapped by a manipula-on test. An object is own to the child and is asked to, "Show me we should do with ns." The subject is to pply the appropriate tions, such as, drink-g from a cup, or ngering a piano key-ard. e ultimate skill is to ly act out - not rbalize	May have difficulty pointing to specific pictures May have difficulty with games such as Simon Says May not follow directions May not know directions May be clumsy May have difficulty in writing May not be able to discriminate left-right	Tell pupils to point to a specific picture in a picture book. Training fine motor skills Have pupils imitate teacher action like clapping, stirring, jumping, etc. Try to elicit spontaneous motor gestures after working on imitation, e.g., gestures indicating "large" or "small." Have the pupils follow instructions, e.g.,"close the door,""stand on one foot,""put the ball under the table." Tell the pupils to walk like different kinds of animals. Gross-Motor activities Play"Simon Says and "Follow the Leader" Utilize Kephart's laterality, directionality, spacial orientation &/or body image activities with the pupils. Included would be specific exercises in right-left-discrimination; identifying right and left body parts on self, instructor and on pictures. Use of trampoline and railboard activities. The drawing of various figures,i.e.,stick,human, and geometric. Printing or writing of alphabet.	Motoric Aids to Preceptual Training The Purdue Perceptual-Motor Survey Winterhaven Templates Visual-Motor-Skills-Level I Eye-Hand Coordination Exercises-Teaching Resources Visual Motor Skills-Level 1 & 2 - Continental Press The Remediation of Learning Disabilities - Valett Developmental Movement Muska Mosston Kephart Activities Getman Method Developmental Learning Materials

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
		Free Expressions Story telling Repeating Phonics Picture sequence stories Oral Reading Show and tell Picture stimulation for language development	

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Grammatical Closure Grammatical closure ability permits one to predict future longuistic events from past experience. The process is assessed by a grammar test. The child is shown a picture of a ball and a picture of two balls & auxillary aids to the auditory-vocal task. The examiner says, "Here's a ball. Here are two _____." The child completes the sentence. The test increases in difficulty by requiring the correct use of increasingly less familiar English inflections. Speech Habits	May not be able to get relationship of terms May call objects by the wrong name May not be able to sequence sounds or words May not be able to structure sentences	Stress the plural nature of objects; for example, show a picture of some men and say,"Here is a man; here are three ___." Start with the simplest of forms using those which just add an s and then increase the complexity of the task. Stress the action tenses; for example, the teacher might say,"I eat; yesterday I ___." Useful here are items used with deaf children at the primary level. Utilize the developmental sequence to be found in curriculum for teaching grammar; nouns, verbs, tenses, adjectives, suffixes, etc., keeping in mind the maturational level of the group and the individual. Utilize choral speaking type activities to enable certain sequences of sounds and words to become somewhat more automatic in nature. Use word association approaches which require closure and one-to-one contiguity learning. Have pupils identify the sentence which was structurally correct from several sentences which were all identical in meaning. Presentation can be both auditory and visual.	Rolling Readers - The New Linguistic Block Series - Scott Foresman Speech Improvement Kit - Kdg. & 1st grade P.L.D.K. Speech Through Pictures Listening With Bunny Big Ears (oral language program) Activity record & Cooperation Language Exercises Program Sight and Sounds Random House

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Visual Closure Visual Closure is the ability to locate familiar objects in the field of vision. The examiner exposes only the sample picture of three dogs, and points to the dogs and says, "See these dogs?" "Put your finger on one. Show me another dog and another. I want to see how quickly you can find all the dogs in here." A person with outstanding visual closure technique is often one who is able to see fast and read rapidly.	May not be able to follow directions (visual directions) May not notice objects in a picture May omit whole parts when drawing May not know shapes and sizes	Putting endings on words Putting beginnings on words Have child locate specific objects in pictures and identify objects similar in size, shape and color. Use hidden pictures Use pictures that have something wrong. Use model and incomplete forms	Frostig (Figure-Grou (Spatial Relationships) What's Missing Story Cards Following dots to dots to form a pictu Linguistic Readers Reading Workbooks Controlled Reader (E.D.L.) Let's Read C.L. Barnhart Linguistic Reader Tachist-O-Flasher Learning Through Seeing Sullivan Programmed Reader Peabody Rebus Progra American Guidance Service

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Auditory Sequential Memory Auditory sequential memory is the ability to correctly repeat a sequence of symbols previously heard. The process is tested with a digit repitition test. The test differs from that of the Stanford-Binet in that the digits are presented at the rate of two per second and the child is allowed two trials with each sequence of digits before the task is failed. Can the child remember a sequence of oral direction Can the child remember a sequence of phonemes which is phonics.	May not be able to remember sequences given orally May reverse sequences May write in reversed order May not be able to blend words May not follow directions given orally May leave out letters May not be able to give sequence of events for oral reading May exhibit difficulty in remembering a telephone number when given orally. May exhibit difficulty involving sequence of digits.	Use digit span type activities,e.g.the teacher says "3,7,9," and asks a pupil to repeat them. She can also ask the pupils to repeat them in the reverse order. Have pupils carry out a series of verbal commands in sequence. Have pupils restore the correct order to phrases and sentences in which the order of words was orally presented incorrectly,e.g. "The ran boy" Use auditory sound blending in units of varying length. Have pupils repeat the spelling of words which were spelled out loud to them. Also have the words written from memory of the oral spelling. Have pupils fill in the missing letters or numbers in such auditorially presented activities as "A-CDE," "10,11,__,13,14,15," "10,20,__,40,50." Sentence completion activities would also be applicable here, since this requires contiguity learning. Have pupils relate the sequence of events in a story read aloud.	Junior Listen-Hear Program-Follett Listen and Do Progr Houghton-Mifflin Listen and Think Ta & Records - E.D.L Listen and Think Program - E.D.L. Wollensak Teaching Tapes Teaching Devices fo Children with Impaired Learning Epp etc. Finger Plays LIFT Center Listening Games - Wagner,Hosier, Blackman Training in Attenti & Concentration Educational Resea Association

PRESCRIPTIVE TEACHING

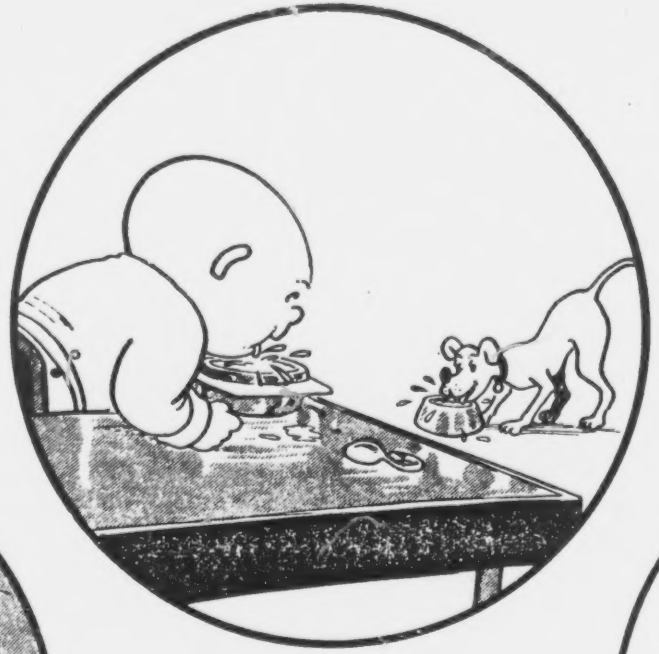
SPECIFIC LEARNING DISORDER	OBSERVABLE CLASSROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Visual Sequential Memory Visual sequential memory is the ability to correctly reproduce a sequence of symbols previously seen. The process is assessed by a test requiring visual sequential memory. This task requires the child to duplicate the order of a sequence of pictures or geometric designs presented by the examiner and then removed. Can the student reproduce a sequence of symbols.	Has difficulty in spelling Has difficulty in syllabication Has trouble sequencing letters Will not remember visual stimuli Will lose place Has trouble sequencing numbers Has reversal problems Has difficulty organizing information which is presented visually	Sequences of geometric figures can be copies or done from memory, using bead stringing, flannel board or pictorial designs. Variations, e.g., animal sequences, can also be used. Use of Montessori-type activities;such as, a circle tile design of alphabet blocks and of tile numbers blocks can be painted on the floor. Children watch while the teaches walks at random from one alphabet block to another, or from one number block to another. Children are asked to reproduce walking sequences of varying length. Sorting of objects for size, color, shades, or sequences. Copy designs from memory Lay out dominoes in sequence and ask pupils to repeat the sequence. Word Configuration activities Utilize various maze type activities Have pupils follow various sequences of letters, numbers or "follow the dots" although these activities often become representational in nature. Utilize some of the activities in the Fernald Kenesthetic Method of teaching reading.	Let's Learn Sequence-Instructo Magic Cards-Classification-Opposite Sequences. Rhyming Pictures for Peg Board Visual Memory Game Milton Bradley Film strips from the classroom materials Let's Learn Sequence-Instructo Frostig Visual Perception materials Frostig Copy designs Developmental Learning Materials Tachist-O-Flasher Pegboard & Blocks Parquetry Blocks Tachomatic 500 Phono-Visual Method Phono-Visual Products

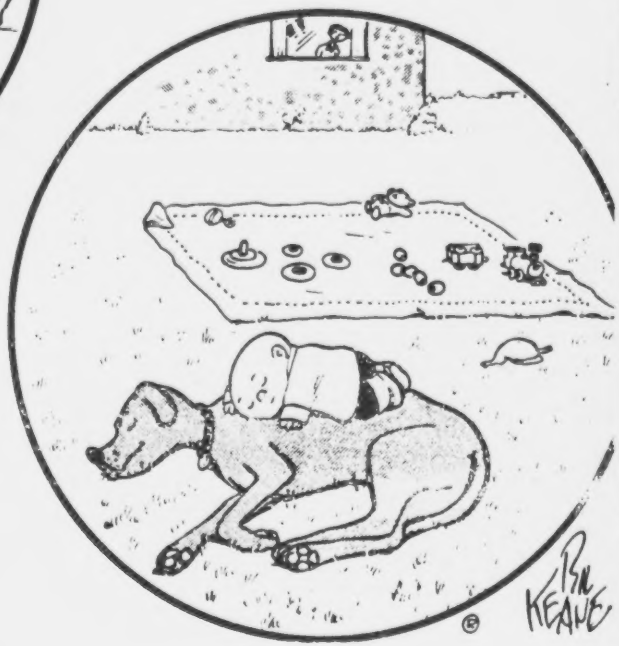
PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Auditory Closure The purpose of auditory closure is to teach children to verbalize the whole word. The examiner presents each word at a normal speaking rate with the indicated sounds omitted. The student is asked to supply the completed word. In presenting the incomplete word, the examiner must be careful to preserve the same phonemes and stresses as are used in the completed word. For example: The examiner says, "Listen Tell me who I am talking about. Da/y. Who is that?" The student should respond that Da/y is Daddy. Can the child fill in the missing sounds in Words-Fills in When Listening.	Has difficulty understanding sounds. May leave out syllables May not be able to call pictures by their name May have trouble sequencing words May have trouble understanding voice inflection that denote different meanings	Match pictures with sounds Have child put in missing syllables Have child listen to different sounds and tell what they are.	Imperial Reading Program - tapes and worksheets Wollensak Teaching Tapes Ideal Teaching tapes Language Master

PRESCRIPTIVE TEACHING

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASS-ROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Sound Blending This sub-test checks the child's ability, if given the sounds of a word spoken at half second intervals, to tell what the word is. Can the child when given parts of words, say the word. This is independent word attack.	May exhibit inability to combine present phonemes into a whole word May display articulation problems	Listen to tape or record and use accompanying work sheets to listen to blends Identify pictures and write beginning blends. Present two words to child and ask him to tell the beginning or first sound that is heard. Train the ears with exaggerated emphasis on initial sounds, vowel sounds, endings, etc.	Magic Cards Blends and Degraphs Duplicator worksheets and tapes Ideal Teaching tapes Imperial Teaching tapes Landon Phonics records and tapes Lyons and Carnahan Phonics We Use and Learn Games Kit Lotto Phonics Game. Hegg, Kirk, Kirk Remedial Reading Drills





THE FAMILY CIRCUS

for

Developing

THINKING SKILLS

Instructional Material developed by
Sister Mary Walter, O.S.F., Ed.M.

Art Work by Bil Keane

St Johns School for the Deaf
3680 South Kinnickinnic Ave.
Milwaukee, Wisconsin 53207

Thinking skills are developed on three levels:

I. Studying the picture for literal fact:

Answering simple Who?, What? and Where? questions -- pages 2,3,4,5,6,7, etc.

II. Interpreting the cartoon:

Seeing relationships between the parts of the picture, and between the picture and the caption; understanding what is funny and why--pages 9,10,11,14 16,20,22,24

Making inferences by understanding what happened just before the pictured situation; deciding from the picture details the time of day, the season etc.--pages 5,7, 9,11,12,17,27

Predicting outcomes, especially in the two-part cartoons where the second part is not revealed to pupils until they have tried to tell what might happen next--pages 6,7,8,9,11,12,14,16,18,21,23,24,25,27

III. Critical thinking:

Making judgments by answering such questions as:
"Is little PJ a bad boy? Why? or Why not?"
"Is Jeffy being selfish?" etc.--pages 14,15,22, 25,27

Studying and interpreting emotions by answering such questions as:
"Why is JP crying?"
"Who looks happy? Why?"--pages 6,7,12,14,18, 19,21,22,24,25,26,28

Creative thinking in answering questions such as:
"What do you think Mother will do?"
"What would you do?"
"What could Jeffy do?" --pages 6,7,8,11,12,14, 16,18,21,25,27

SUGGESTED TEACHING PROCEDURES

1. After transparencies have been made from the master sheets, place the transparency on the projector and cover the answers with a 4" x 5" card. Cover the questions with a 4" x 10" card.

2. Project the cartoon and caption. Allow time for appreciation of the joke.

3. Slide the question mask down to reveal the first question. Allow children to answer orally. Then reveal the answers, if necessary, and have a child find the given answer.

4. Cover the answers again. Proceed with questions, as in step 3, revealing one at a time. Allow children to answer spontaneously before showing the printed answers. All correct answers which the children offer should be accepted. If a child is unable to word his answer correctly, he should study the given answer.

5. For extra drill after a lesson has been presented by the teacher, have one child ask a question and another answer it. Do not reveal the printed answers unless necessary.

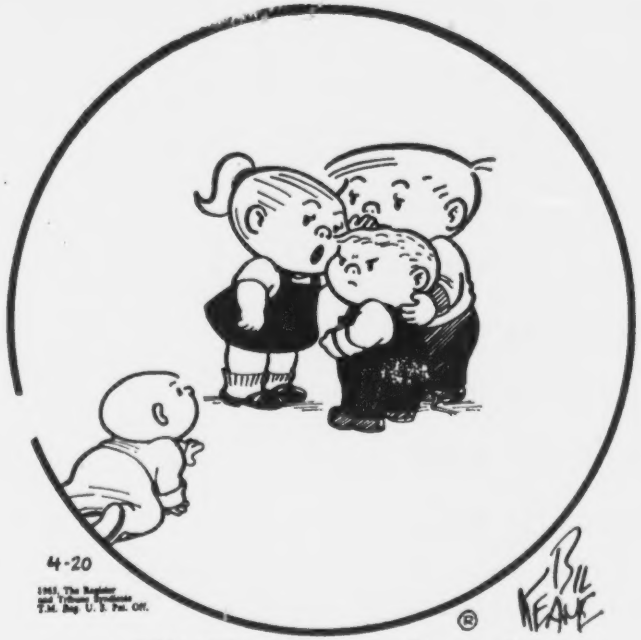
6. To assure the active involvement of all pupils, have each one write the answers to the questions as they are revealed. Or, number the answers and have the children write the number only.

7. Later, hand out duplicated copies of the exercise as independent, follow-up seatwork.

8. Occasionally give out the duplicated copies as a pre-test, then teach with the transparency, and again give out duplicated copies as a post-test.

NOTE: For best results, cover the second half of cartoons on pages 9, 18, 24 and 25 until pupils have tried to predict the outcome.

The Family Circus panels by Keane c by the Register and Tribune Syndicate



"Shh! Little pitchers have big ears."

Dolly is a little girl.
She has on a black dress.
Find Dolly.

PJ is a little baby.
He is creeping on the floor.
Find PJ.

Jeffy is a little boy.
He has curly hair.
Find Jeffy.

Billy is a bigger boy.
He has straight hair.
Find Billy.

Barfy

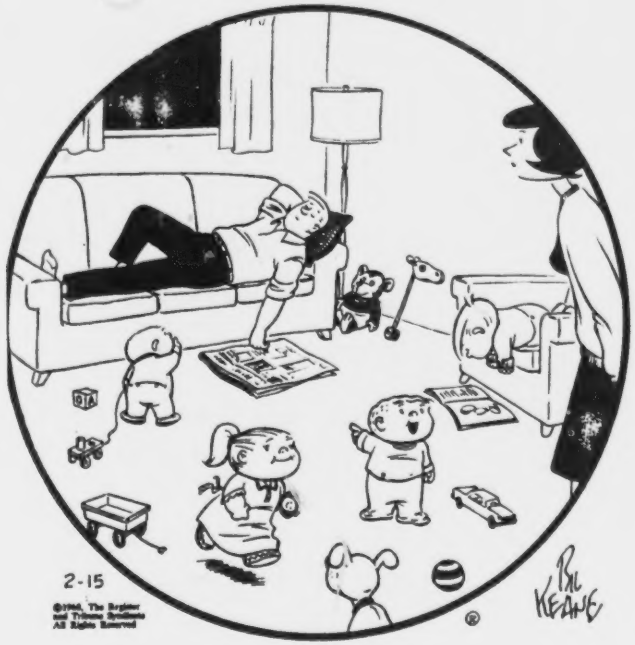
"It's okay—PJ landed butter-side up."

PJ fell on the floor.
Find PJ.

Jeffy is holding on
to Daddy's face.
Find Jeffy.

Dolly is hanging on
to Jeffy.
Find Dolly.

Billy is talking.
Find Billy.



ANSWERS

Daddy

Mother

Billy

Dolly

Jeffy

PJ

"Daddy fell asleep on the sofa.
Are you going to carry him to bed? "

Who is sleeping on the sofa?

Who is carrying a doll?

Who is pointing at Daddy?

Who is talking?

Who is sitting on the floor?

Who is lying on the sofa?

Who is lying on a big chair?

Who is playing with a tiny wagon?

What did Jeffy ask Mother?

May 4, Thursday morning presentation

Title: Administration and Scoring of the E.M.C. Informal Skills Test

By: Lemoine Miller

I Readiness Subtests

1. Directions for administration and scoring

a. Nursery rhymes
b. Following arrows
c. Colors
d. Sequence stories
e. Drawing - cutting - placing
f. Categories
g. Gross sounds
h. Following oral directions
i. Auditory attention for unrelated words
j. Memory for sentences
k. Directions in space
l. Hidden figures
m. Spatial relationships
n. Naming body parts
o. Missing parts
p. Same or different

II Reading Subtests

1. Directions for administration and scoring

a. Naming the alphabet from memory
b. Manuscript printing of the ABC's from memory
c. Manuscript printing of the ABC's named
d. Naming manuscript printed letters
e. Matching manuscript letters
f. Writing cursive ABC's from memory
g. Writing cursive ABC's named
h. Naming cursive printed ABC's
i. Dolch basic sight vocabulary
j. Blending words
k. Initial consonant sounds

l. Ending consonant sounds
m. Consonant blends and digraphs
n. Initial vowel sounds
o. Sounds of letters
p. Blending words
q. Blending phonetic elements
r. Double vowels and dipthongs
s. Prefixes
t Suffixes
u. Prefixes - suffixes
v. Syllabification

III Arithmetic Subtests

1. Directions for administration and scoring

a. Matching numbers
b. Dot to dot
c. Counting orally
d. Writing numbers
e. Naming printed numbers
f. Quantity
g. Counting concrete objects
h. Sequence
i. Time
j. Addition problems
k. Subtraction problems
l. Multiplication problems
m. Division problems
n. Addition facts
o. Subtraction facts
p. Multiplication facts
q. Money

IV Interpretation of Test Results

Title: Behavior Modification: Parent Programs

By: Dolph Welch

I Introduction (see attachment)

II Outline of structured parent program (see attachment)

III Slide presentation
Sessions 1, 2, 3. (See attached script)

IV Summary

Review of recording forms, graphs and behavior management in the home.

A COMPARISON OF THE READING PERFORMANCE OF LEARNING DISABILITY CHILDREN WHEN THEIR PARENTS PARTICIPATED WITH VARYING DEGREES OF INVOLVEMENT IN INFORMAL OR STRUCTURED PARENT PROGRAMS

INTRODUCTION

The act of involving parents in the educational process presents a variety of problems. Some educators take the view that there should be no direct parent involvement in the formal educational processes. Others believe that limited parent involvement is appropriate, and some educators believe that intensive parent involvement is necessary. Parent involvement can range in kind from signing report cards, sending notes to teachers, attending PTA meetings, acting as volunteers in the schools, tutoring in the home, attendance at parent workshops and involvement in various types of parent counseling.

It is unrealistic to assume that parents are not involved in their children's education. The nonacademic behavior and attitudes learned in the home, previous to and during classroom instruction, do influence the formal educational process.

Parents affect children's behavior by their emotional-behavioral reactions (positive and negative) to their children's progress or lack of it. These reactions may take the form of praise and encouragement, criticism, physical punishment, or direct communication with school personnel. These parental actions and reactions undoubtedly influence children's behaviors and attitudes towards school and themselves. And finally, parents often become directly involved in teaching their children academic behaviors, especially if the latter demonstrates lack of achievement.

Because parents do play a vital part in the intellectual, cial, emotional and academic development of their children, it proposed that parents could better contribute to their children's ucational needs if given formal guidance.

Although there are various forms of parent-educator interaction, thin recent years there has been renewed interest in involving rents in various types of workshops or counseling situations.

The most well known "counseling" approach utilizes the sychoanalytic model in dealing with the parents. This approach laces emphasis on the importance of early childhood experiences hich both parents and their children may have had, and on the nfluence of psycho-sexual development on learning and associated rocesses (Prince, 1961; Bettlehiem, 1955). This approach empha- izes the client's recollection of his past experiences, interpre- ation by the therapist, and the working through of basic conflicts y the client. Traditionally this approach is reflected by thera- ist-client sessions extended over a period of months or years. nvolvement by members of the family may range from involvement of nly the child, or parents in therapy, to all members of the family eing in therapy.

Another approach to parent counseling is the phenomenological approach. This model emphasizes the influence of present and past factors on child and parent behavior (Rogers, 1961). This approach places emphasis on the client expressing his feelings, attitudes and thoughts, and acceptance and understanding by the therapist. Change is assumed to take place because the client develops altered perceptions of himself and the environment and is more able to accept himself.(Wolfe, 1954).

The life space approach, derived from the phenomenological model, takes into greater consideration the actual behaviors evidenced by children and parents. In this respect it places more emphasis on direct intervention (Redl, 1951) than the two previous models. In this appraoch, emphasis is still placed on the verbal interaction between the client and counselor, but with more stress on translation of verbalizations into direct action on the part of the client or clients. In this respect, the parents may learn through the counseling situation to take direct action or reaction to child behavior.

A more recent approach to parent counseling utilizes a learning theory model, with emphasis on behavioral aspects. The essence of this model is that behavior is learned and that those environmental events, including parent behaviors, which precede and follow specific child behaviors can greatly influence these child behaviors. The behavioral approach to counseling, places emphasis on training parents to intervene and alter their own behavior, thereby altering the behaviors, attitudes and feelings of their children (Patterson, 1965; Russo, 1964; Straughan, 1964; Wahler, Winkel, Peterson and Morrison, 1965).

Although each model has it's advantages, no one of them at this stage of knowledge can be considered the "true" or "real" answer. However, the behavioral approach does seem to offer much in terms of efficiency, effectiveness, usability, and understandability.

PURPOSE

This study investigated the effects of two types of parent instruction with varying degrees of involvement on reading performance of their learning disabled children. A controlled group

OUTLINE OF STRUCTURED PARENT SESSIONS

CONTACT	TYPE
1	Preworkshop conference (Parent-teacher-M&M)
2	Workshop Meeting 1
3	Workshop Meeting 2
4	Workshop Meeting 3
5	Phone Conversation
6	Phone Conversation
7	Parent-teacher and M&M Conference
8	Phone Conversation
9	Phone Conversation
10	Parent & M&M Conference

PARENT WORKSHOP #1

I. Purpose of this program

A. The primary purpose is to help children having learning problems and who have potentials to do better in school.

B. The EMC has conducted parent workshop for the past three years and the results show that children with learning problems are able to proceed faster when parents work with them at home.

II. The Workshop

A. In the past, education has excluded parents in any direct education of their children.

B. EMC project felt that parents should be more directly involved in the educational process.

C. Workshops are designed to teach the techniques of behavior management.

D. There are three basic ingredients for success of the workshops:

1. Diligence in time and effort.
2. Positive attitude towards child avoiding sarcasm, nagging and criticism.
3. Most important, to be consistent in applying the techniques which you learn here.

III. Show Slide Presentation

A. Discussion

B. Handout recording sheet

C. Examples of recording on transparencies.

D. Meet with parents individually.

PARENT WORKSHOP #1
by
Morris Shrago, Ph.D.
and
Gerry E. Hahn, M.S.

SLIDE AND OUTLINE	NARRATIVE
1. EMC PARENT WORKSHOP. Learn to manage your children's behavior.	1. This is a workshop in behavioral management techniques. The purpose of this workshop is to help you parents learn how to better manage your children's behavior.
2. CHILD LEARNING TO MAKE BED. Basic principle is that behavior is learned.	2. The basic principle of behavior management is that behavior is learned; it is taught. Parents and teachers train and change children.
3. STICK FIGURES. The goal is children who can think for themselves.	3. We hope that in this workshop you parents will be able to learn how to establish behaviors in your children which will bring them success in school and in life. The goal is children who can think for themselves, as self-directed individuals.

4. FIGURES--ADULT AND CHILD.
B.M. is a technique of teaching behaviors through consequences.

4. Behavior management is a technique of teaching behaviors to a person through consequences that follow the behavior such as praise. Behavior management is a very consistent and systematic method for selecting specific behaviors which you as parents want to influence and then developing a plan of rewarding or managing these behaviors.

5. GIRL HOLDING SIGN.
The goal is a child who can eventually reward himself for his behaviors.

5. The goal of behavior management is having a child who can eventually reward himself for his behaviors through his own internal satisfaction. You don't try to change the person but instead, you change some of his behaviors towards a positive direction.

6. CARTOON-FATHER CHOKING SON.
Evidence indicates parents react negatively to inappropriate behavior.

6. Both observation and clinical evidence indicate parents have a tendency to react negatively to inappropriate behavior,

7. LITTLE BOY LOOKING AT BOOK.
We often times neglect positive support towards appropriate behavior.

7. and often times neglecting positive support or positive consequence towards appropriate behaviors.

8. MOTHER AND CHILD LOOKING AT BED.

Behavior that is rewarded tends to be repeated.

9. CHILD MAKING BED.

Behavior is repeated because consequences have been rewarded.

10. CHILD LYING ON BED.

Sheer satisfaction of accomplishment.

11. LETTERS--BOY STUDYING FLASH CARDS.

Sometimes we fail to reward behavior that is desirable.

12. BOY LOOKING BORED.

Behavior that is not rewarded is often times not repeated.

8. Behavior that is rewarded tends to be repeated. The behavior is strengthened.

9. The behavior is repeated because the consequences of it has been rewarding or pleasing to the child or persons and thus he continues to do it again.

10. Sheer satisfaction of accomplishment.

11. There are times when we fail to reward the behavior in our child which is desirable and which we would like to have repeated. This happens when we pay no attention to it and ignore it.

12. By ignoring the behavior, we do not provide the child with a pleasing consequence for it. We do not reward it. Therefore, it is not likely to be repeated or learned.

13. PRINT OUTLINE. FOUR WAYS TO CHANGE BEHAVIOR. INCREASE.

14. PRINT. DECREASE BEHAVIOR.

15. PRINT. SHAPE BEHAVIOR.

16. PRINT. MAINTAIN BEHAVIOR.

17. PRINT OF VARIOUS BEHAVIORS.

You must first identify a specific behavior to change.

There are four ways which you can influence or change or manage your child's behavior.

13. 1. You can increase or strengthen a behavior which you feel is good but which doesn't happen often enough.

14. 2. You can decrease or weaken a behavior which you feel is bad for the child (displeasing to you) and which happens too frequently.

15. 3. You can shape or teach him a behavior which he has never done before.

16. 4. You can maintain an existing behavior in him which you desire to see continued and is pleasing to you.

17. In order to use any of these four ways to influence or change your child's behavior, you must first identify a specific behavior to change. This requires thinking of some behaviors which you would like to increase, decrease, shape or maintain.

18. CARTOON-CHILD WATCHING TELEVISION.	18. For instance, you may want to increase your child's study behavior.
19. CARTOON - CHILD PICKING FLOWERS.	19. Or you might want to weaken or decrease your child's inappropriate flower picking behavior.
20. GIRL PICKING UP TOYS.	20. Or you may want to establish better chore habits such as picking up toys and putting them in the proper place.
21. BOY WASHING DISHES.	21. Or washing dishes after mealtime.
22. BOY CARRYING OUT THE TRASH.	22. Or strengthening the habit of carrying out the trash.
23. CARTOON-MAN STANDING BY CHART.	23. We know that there are many behaviors that you would like to change or manage. The easiest way to do this is to list the behaviors and then rank them in their order of importance. This list provides some suggested behaviors that you may consider when selecting a behavior to be managed or changed. The consultant will assist you in selecting a behavior to be changed. He will
Begin by listing behaviors and then rating them in order of importance.	

24. CHART ON PINPOINTING. It is very important to pinpoint or define that behavior in very specific terms.

be particularly helpful in giving you ideas and ways to shape academic behavior.

24. Once a behavior is chosen to be managed or changed in some way, it is very important to pinpoint or define that behavior in very specific terms. The technique might work like this. First you might say a child is having difficulty in his basic academic skills, but this statement does not tell you very much. You might be a little more specific and say that the child has some kind of deficit in his knowledge of math, but this still does not tell you very much. You can be still more specific and say that the child has a deficit in knowledge of addition. This is more specific but still does not tell you exactly what the child's problem is. To be very specific, you would want to say in this case, that the child has deficits in his knowledge of the basic addition facts when they

are presented by flash cards and when he has to give an answer very quickly. The basic addition facts then is the pinpointed academic behavior that you would work on. Anyone would know exactly what we meant when we say we are working to teach him the basic addition facts at home.

25. CHART ON PINPOINTING. Must be very specific in defining social behavior also.

25. Let's look at an example of how this might work with a different type of behavior. Again we should be very specific in pinpointing the behavior, in this case a social behavior. To say that a child is lazy does not tell us very much. To say that he is slow in doing things tells us a little more, but still is not very specific. To say that he does not get things done in time may tell us just a bit more, but still is not specific enough. To be very specific, we would say in this case, that the behavior is how many minutes it takes this boy to get dressed from the time he is

26. CHART ON RECORDING DATA.

Record the number of minutes each morning without child being aware of it.

called in the morning to get up. This behavior is very specific and can be seen by anyone, that is, is he dressed or not, and how long did it take him.

26. In this case, the parents recorded the number of minutes it took him to get dressed each morning. You can see on the chart the actual number of minutes it took him to get dressed each day from Monday through Sunday. The parents recorded the number of minutes it took him to get dressed each morning without his being aware of their recording. This is called the baseline period, that is, the time when the parents were interested in determining exactly what the child was doing before they tried to manage his behavior more specifically. On Monday, the mother kept track of the amount of time it took her child to get dressed; that was 12 minutes before he was dressed. As you can see, the highpoint was on

the second day, when it took the child 26 minutes to get dressed - that is quite awhile for a child to take to get dressed. On the third day, the child took approximately 15 minutes; on the fourth day, 25 minutes, and on the last morning during the baseline, it took approximately 20 minutes for him to get dressed.

27. GRAPH OF BASELINE
Transfer your week's data to a graph to give you a baseline picture.

27. These numbers have been transferred to a graph to more clearly show the child's behavior. The average, as you can see on the dotted line, was about 18 minutes to get dressed. This baseline graph gives the parents a visual picture of how the child is behaving before they begin some specific management procedures.

28. PRINT OUT OF BASELINE.
Where the behavior is now before specific management begins.

28. To summarize then, it is very important to keep a baseline record of the behavior for two major reasons. First of all, it is necessary to know exactly where the behavior is to make sure it is

the problem you think it is and so that you know the extent of the problem. Secondly, it's necessary to keep a record so that when changes do occur, or fail to occur--heaven forbid--you can be immediately aware of the circumstances.

29. LETTERS-CHART OF NUMBER OF TIMES THE BEHAVIOR OCCURS.

Each time a behavior occurs on a given day, mark it on the tally chart.

29. One method for recording the behavior you have selected is a simple chart that shows the days and number of times the behavior occurred on a particular day. Each time a behavior occurs on a given day, you would mark it on the tally charts.

30. DRAWINGS OF COUNTERS.

30. To record number of times a behavior occurs, you may use a tally sheet, golf counter, grocery counter or other similar tools,

31. CHART OF NUMBER OF MINUTES BEHAVIOR OCCURS.

31. Or you may wish to mark the amount of time it takes for a child to complete a given behavior. For example, you may wish to record the amount of minutes it takes him to wash the dishes each day.

32. DRAWINGS OF CLOCKS AND WATCHES.

32. To record time it takes a child to complete a given task, you might use a kitchen timer, stop watch, wrist watch or other similar devices.

33. CALENDAR WITH ONE WEEK MARKED OFF.

Should try to have a baseline of at least one week.

33. When you begin your project the behavior should be recorded for at least one week's time. Your child should not be aware that this recording is taking place. This is called the baseline; that is, where the behavior is before you begin to manage it more directly. Again, this is necessary so that you as a parent, very specifically know where your child's behavior is. Your child's teacher or consultant may already have recorded a baseline or basepoint so this may not be necessary.

34. THREE CHARTS ON RECORDING BEHAVIOR.

34. To further clarify, here are three examples of behavior that were recorded for one week's baseline. The first is number of minutes taken to wash dishes. The second is a record of the number of words that a child learned

each day. As you can see by the X's, the child was not expected to do school work over the weekend. The third example shows the number of minutes it took to finish homework each day.

35. PARENT HOMEWORK.

35. So, you are now ready for your assignment or homework for the coming week.

1. Select a behavior to be changed. This can be either academic or social in nature.

2. Record the behavior for one week without the child knowing it. This would give you the baseline for that specific behavior.

PARENTS NAME_____ GROUP NUMBER_____

CHILD'S NAME_____

RECORDING SHEET

DESCRIBE THE BEHAVIOR YOU ARE RECORDING: _____

_____

_____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							
WEEK 5							
WEEK 6							

Primer

When child misses 13 words, discontinue testing and begin remediation.

Date:			
1. all	24. has	47. surprise	
2. am	25. help	48. take	
3. are	26. he	49. thank	
4. at	27 home	50. them	
5. away	28. kitten	51. there	
6. birthday	29. know	52. they	
7. boat	30. laugh	53. then	
8. box	31 like	54. this	
9. boy	32. Mr.	55. three	
10. but	33. no	56. too	
11. came	34 now	57. toy	
12. did	35. on	58. train	
13. do	36. one	59. was	
14. dog	37. out	60. went	
15. doll	38. pet	61. what	
16. duck	39. please	62. where	
17. eat	40. put	63. white	
18. farm	41. ran	64. who	
19. find	42. run	65. yellow	
20. fun	43. saw	66. Yes	
21. funny	44. she	67. your	
22. girl	45. soon		
23. good	46. stop		

OVERHEAD TRANSPARENCIES -WORKSHOP MEETING NO. 1

Procedures:

1. Place the transparency recording sheet on overhead projector. Ask the parents to take their recording sheet out of tneir packets.
2. Explain to the parents that you are going to take them through an example of how you would like them to record the academic or social behavior during the coming week.
3. Place the Botel Primer Word List on the overhead projector. Explain to the parents that this is only one example of an academic behavior. Each parent will be working with different types of educational or social behavior such as math flash cards, teaching words to their children, reading comprehension, spelling, daily chores, and so on.
4. Tell the parents that before they can attempt to change behavior it is important to pinpoint that behavior very specifically. For instance if their child is having trouble learning words that it's important for them to begin with a set of words and find out exactly what words the child knows.
5. The first thing the parents should do is to print the words on 3" x 5" cards.
6. They then would divide the number of words by the number of days they would like to have the baseline run. For instance, in this case, over a five day period.

7. For instance if they have say 45 words they would take 5 into 45 and arrive at 9 words. They would put these nine words in five different stacks, one for each day.
8. On the first day they would go through one stack of cards. They would ask the child to look at the word then say it.
9. Remember it is important to have the parents be positive and praise the child for his correct responses and ignore those responses that he does not know. They can tell him the correct word then go on to the next word.
10. After they have gone through the first list of words they stop the session for that day. The parents then would record the number of correct responses on their recording sheet under that particular day. The M&M demonstrates this on the overhead projector using the recording sheet. For instance if the child has 2 words correct for Monday, write 2.
11. Next day the parents would again repeat the process showing the child the next set of nine words. They would not repeat the words that they had done the day before.
12. After the child has gone through the next set of nine words in this example the parents again would record the number of correct words (M&M demonstrates this on the overhead transparencies).

13. Parents would continue flashing each set of words per day one at a time and recording the results on the recording sheet.

14. Parents would bring their recording sheet to the second workshop meeting. Remember to emphasize the importance for the parents to be positive and to ignore the errors their child makes. At the end of each short session the parents should praise the child for doing a good job.

PARENT WORKSHOP #2

I. Welcome Back

   A. Hand out "Behavior Management in the Home" and graphs.

II. This session is on graphing and consequences.

   A. How to graph.

   B. What are and how to use consequences.

III. Show film presentation.

   A. Use overhead to show examples.

   B. Stress importance of labeling graph correctly.

   C. Emphasize recording consequence on each graph.

IV. Parents meet with consultant individually.

   A. Consultant will help you set up your graph.

   B. Consultant will help you with picking consequences.

PARENT WORKSHOP #2

by

Morris Shrago, Ph.D.

and

Gerry E. Hahn, M.S.

SLIDE AND OUTLINE	NARRATIVE
1. EMC PARENT WORKSHOP. Going to discuss how to graph your data.	1. Today we are going to discuss how to graph the data you recorded during this past week and how to start changing your child's behavior. First, let's review your homework assignments.
2. CHART OF PARENT HOMEWORK.	2. Your first task was to observe your child and to select a specific behavior that was of concern to you. Or you and your child's teacher may have selected a behavior to be managed or shaped and this, in most cases, was an academic behavior. As you recall, you were asked to record your child's behavior for a week without him being aware of it. This was the baseline.
3. CARTOON-BOY WORKING WITH FLASH CARDS. Your child's behavior may have improved just because of your working with him.	3. I imagine that in some cases, your child discovered that he was being recorded and probably the behavior has changed already. Especially when working with academic

behaviors, you may find that the behavior improved even though the child was unaware that you were recording it.

4. MOTHER READING TO CHILDREN.

Behavior probably increased because of the attention the child was receiving.

4. In this case, the consequence which increased your child's behavior was probably not only the practice he was getting but also the attention he received from you; this attention in itself is a very powerful consequence or reward as you already know.

5. PICTURE OF RECORDING SHEET.

Behavior which was expressed in number of times it occurred.

5. The recordings that you have collected should be similar to these. The behavior selected that was to be expressed in number of times it occurred should look something like this chart.

6. RECORDING SHEET.

The amount of time it takes to complete a given task each day.

6. Those behaviors that were recorded for amount of time to complete a task like this chart. The first part of your work this session will be concerned with graphing the behavior you have recorded.

7. PICTURE OF BLANK GRAPH.

7. The blank graph in your packet is the same as the blank graph presented on the screen.

8. PICTURE OF GRAPH.
Horizontal axis will be days and vertical axis will be number of times behavior occurs.

8. In labeling your graph, the horizontal axis (that goes across the paper from left to right) will be days. The vertical axis (or the up-down axis) will be number of times that the behavior occurs or how long it takes for that behavior to occur. It is important that you mark on your axis what they mean; for example, the vertical or up and down axis might be labeled number of word correct. The horizontal or the axis that goes from left to right should be labeled days usually.

9. PICTURE OF GRAPH
Showing where to place the dot on the first day.

9. This graph shows a behavior that is measured in number of times that the behavior occurred. That is, how many times this behavior occurred in a particular day. For this particular child, the behavior occurred fifteen times on the first day. In order to decide where to place the dot for graphing, the person recording the behavior went to day 1, at A on the horizontal axis and followed up on the vertical axis to 15 or point B and put a dot on the intersecting lines at point C.

10. PICTURE OF GRAPH. Each day you should place a dot at the appropriate place.	10. The rest of the recordings or the data collected for the other days are plotted at their appropriate places using the same procedure. After you complete plotting the data, your graph should look like this.
11. PICTURE OF GRAPH. You should then connect the dots with straight lines.	11. The next step would be to connect the points with straight lines. If you are recording the amount of time it takes your child to do something, you would use basically the same procedure.
12. CARTOON. Now what do I do and how do I do it?	12. At this time, you should be asking yourself, I know what the behavior looks like, what the baseline is, but now what do I do and <u>how</u> do I do it? The next step is finding something that will have an influence on the behavior, either to decrease or to increase its occurrence, depending upon your goal.
13. MOTHER AND SON WORKING ON FLASH CARDS.	13. For example, you may be trying to increase the knowledge of basic addition facts as this mother is doing with her son.

14. GIRL LEAVING HER CLOTHES ON BEDROOM FLOOR.	14. Or you may be trying to decrease the amount of clothing your child leaves on her bedroom floor each evening. In both cases, it is necessary to find something that will influence the behavior.
15. PRINT OF THE WORD CONSEQUENCES. Consequences are the major methods used to change behavior.	15. The major method to change or manage behavior is the use of consequences.
16. PRINT OUT.	16. A consequence can be thought of as something that <u>follows</u> a behavior and helps to either increase or decrease that behavior.
17. GIRL RECEIVING POPSICLE. A consequence usually is a pleasant event that follows a behavior.	17. A consequence is usually some type of pleasant event or reward that follows a behavior.
18. CHART SHOWING BEHAVIOR AND CONSEQUENCES.	18. Such as praise for making beds, a trip to the zoo after studying subtraction problems and so forth.
19. FATHER SPANKING CHILD.	19. Or a consequence may be some type of unpleasant event which follows a child behavior and serves to decrease it rather than increase it,

20. CHART-SHOWING INAPPROPRIATE BEHAVIORS AND CONSEQUENCES.	20. Such as ignoring a temper tantrum or withholding dessert if a child left her clothes on the floor, and so on. Many things can maintain or increase behaviors.
21. FATHER PATTING CHILD ON HEAD. This may increase child's toy picking up behavior.	21. For example, a pat on the head after your child picks up his toys will probably be something that will increase this behavior,
22. HUSBAND SMILING AT WIFE.	22. or a smile at the appropriate time; you wives know how you feel when your husband shows his appreciation after you have fixed a good meal.
23. HUSBAND KISSING WIFE. Husband showing appreciation.	23. Pause
24. A CHILD READING TO MOTHER. Be sure that the consequence is seen as a reward by your child.	24. But, you must be sure that the reward or consequence you are giving your child is seen as a reward by him. For example, you may consider that a smile should be a reward,
25. MOTHER HUGGING CHILD. Your child may need a hug or a kiss before he feels rewarded.	25. but your child may need a hug and squeeze before he feels rewarded. Remember, if the consequence or reward does not change the behavior

26. CARTOON-BOY DOING THE DISHES.

You may need a material reward at first.

the way you had hoped, then it really isn't a reward to your child. So, if that doesn't work, use one that does.

26. In fact your child may need a material reward at first such as a little money or a special treat. I would like to say something about the amount of the reward.

27. PICTURE OF BOOKS, TOYS AND CANDY.

Do not give too little or too much of a reward at first.

27. Do not give too large or too much of a reward for a behavior as your child may get "filled up" with it and it will no longer provide a pleasing consequence. On the other hand, you should not give too small or too little of a reward for a behavior because it will not be effective and the behavior is likely to stop.

28. CARTOON--UNENTHUSIASTIC PARENT.

28. But most of all, be enthusiastic.

29. A YOUNG GIRL JUMPING FOR JOY.

Be enthusiastic like this young mother.

29. But be enthusiastic as this young mother is. If you are not, it will not sound like you are really pleased with your child.

30. MOTHER REWARDING BOY FOR DOING DISHES.

He needs your reward continuously at first.

30. When you first want to get a behavior started, it is wise to reward it every time it happens or continuously. If you are trying to get your child to wash the dishes, at first you may need to reward him with praise or a treat each time he washes the dishes. To promise him a reward only after doing the dishes an entire month is almost always asking him to wait too long and to do too much for the reward, especially in the beginning.

31. CARTOON--FATHER MAKING A STATEMENT.

Reward your child each time especially at first.

31. It is important that you be consistent in rewarding your child. It is too easy for a parent to say, "Gee, I praised him most of the time even though I forgot a couple of times." Don't forget to reward your child each time, especially at first.

32. MOTHER GIVING LOLLIPOP TO CHILD.

Be sure and reward after the behavior is completed.

32. It should be clear that your child should be rewarded <u>after</u> he completes the behavior and not before. For example, you should not give your child praise or a treat before he does the dishes.

33. DISHES AND SINK.

Or they may not get washed.

34. GIRLS WITH FATHER IN THE YARD, RAKING YARD.

Reward should be given as soon as possible after the behavior occurs.

35. A PRINTED CHART.

The sooner a consequence is given the more effective it is.

36. FATHER GIVING POP TO HIS DAUGHTER.

Give the reward as soon as job is completed.

37. CARTOON OF STICK MAN.

Many small steps to academic learning.

33. Or they may not get washed.

34. Another important point about giving rewards or consequences is that they should be given as soon as possible after the behavior occurs.

35. The sooner a consequence or reward is given the more effective it is.

36. For example, it is much more effective to praise your child or give her a reward as soon as she has finished raking the lawn instead of waiting four or five hours later and then giving her the treat. Children will work harder if their reward comes sooner.

37. Especially when working with academic or school behaviors you should recognize the many small steps your child must take to learn these academic behaviors and reward him for each small step. You should not discourage him by punishing or criticizing him for the mistakes he makes as he learns these small steps.

even the tone of voice or a single comment may discourage a child. Children learn new behaviors by encouragement and not from discouragement.

38. CARTOON OF STICK MAN
Throw away negative remarks.

38. If their child makes a careless mistake while working or studying, it's all too common for some parents to say, "Can't you even get that right, or that was a dumb mistake." Just throw away remarks like that and instead praise your child for what he does correctly.

39. GRAPH OF BASELINE

39. In review, you already have selected a behavior which you would like to see changed in your child, you have a baseline of that behavior and you have just heard an explanation of consequences and how to use them.

Your assignment between now and the next session is to choose a consequence which you think will be effective and apply it on a continuous basis for your child's behavior. Be sure and keep a record of his behavior and graph his behavior on the provided graph.

BEHAVIOR MANAGEMENT IN THE HOME

INTRODUCTION:

This is an example of behavior management completed in the home of Mr. and Mrs. Goodparent. The Goodparent's son, Lamar, was referred to the EMC by his teacher because he was having learning problems in the classroom. Lamar received a battery of educational tests which pinpointed his problem areas. It was decided that the parents might do some things at home to help with his educational progress.

TARGET BEHAVIORS:

Target Behavior I: The educational tests revealed that Lamar knew only three of the forty-five, Level I, basic addition facts. For instance, in order to answer 2 + 3 = ? he found it necessary to count on his fingers although he should have had these facts memorized by now. The following home-study plan was initiated:

A set of flash cards containing the 45 basic facts (showing problem with answer on one side, reversing to problem only) were checked out to the parents from the EMC Materials Laboratory.

Step 1 - The cards were arranged in mixed order. The parents took the top three cards and gave them to Lamar to study the first evening. Lamar was told by his parents to study the three basic facts on the cards until he felt that he knew them and could give an oral response without hesitation. During the study time, they told Lamar to use the following procedure:

1. Look at the side of the card which gives the answer and repeat it silently to himself two or three times.
2. Next, close his eyes and repeat the problem, giving the answer to himself silently. For example, "three plus two equals five".
3. Then from memory, write the problem with the answer, on a piece of paper.

He practiced these steps until he felt that he could give the correct answer when the problem card was flashed to him. Next the parents flash-presented the cards to Lamar. If he could answer all of the cards correctly, that would conclude the first night of study. If he was not able to answer all three facts correctly, he was asked to go back and study them some more until he felt that he could get them correctly.

Step 2 - On the second night, Lamar was given three new cards to go along with his three previous ones. He now had six basic addition facts to learn. He would follow the same study procedures using all six facts and would ask his parents to flash the six cards when he felt that he could answer them correctly. Each night, three additional cards were added until all the 45 basic facts were known. The parents were instructed to have Lamar study on these cards only on school night, not on weekends. The parents rewarded Lamar with praise for correct answers and allowed him to graph or chart his progress. Graph Number I shows Lamar's progress as he studied the basic math facts.

Target Behavior II: During the first in-service meeting, the parents indicated that Lamar was spending an unusual amount of time in the morning getting dressed for school. They wanted to manage this behavior so that he might get dressed more rapidly in order to get off to school on time. The parents were asked to get a one-week baseline on this particular behavior. That is, without telling Lamar, each morning they recorded the number of minutes that it took him to get dressed. For this one-week period, an average of 32 minutes was required for him to get dressed. The parents and the EMC consultant felt that if Lamar charted or kept track of the time it took for him to get dressed each morning, that he might get dressed more rapidly. Therefore, each day Lamar and his parents time him and recorded the number of minutes on his graph which was kept on his bedroom door. Lamar's parents were very careful to avoid criticizing Lamar and gave him consistent praise for each sign of progress.

Graph Number II shows that by the end of the third week Lamar was averaging 10 minutes each morning getting dressed.

CONCLUSIONS:

Lamar's parents were most gratified over the results of working with these two behaviors. They said that Lamar's attitude seemed to have improved and that his enthusiasm for school had increased. In addition, his relationship with his parents had improved markedly. A follow-up interview revealed that Lamar had learned all the basic addition facts and was working with the parents at home on the basic subtraction facts. The parents indicated that they were continuing to use the behavior management techniques that they learned at the EMC parent workshops.

Parents Name Mr. and Mrs. Goodparent

Child's Name Lamar Age

School Center

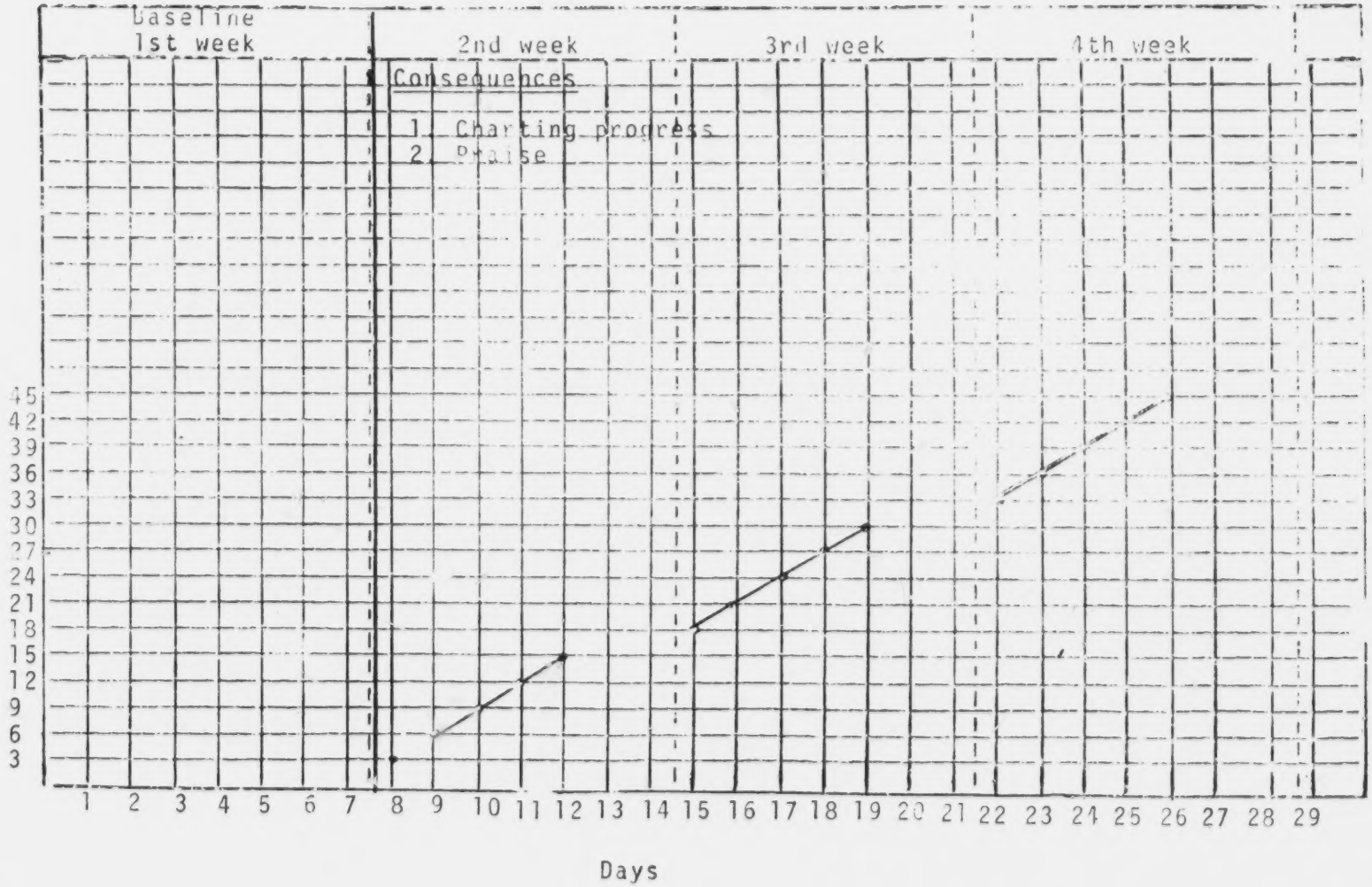
M & M J.B.

Teacher's Name Goodteacher

Group Number 1

Date Started 9-8-69

Date Completed 9-26-69



Graph I: Learning Basic Addition Facts (Flashcards)

Parents Name Mr. and Mrs. Goodparent

Child's Name Lamar Age

School Center

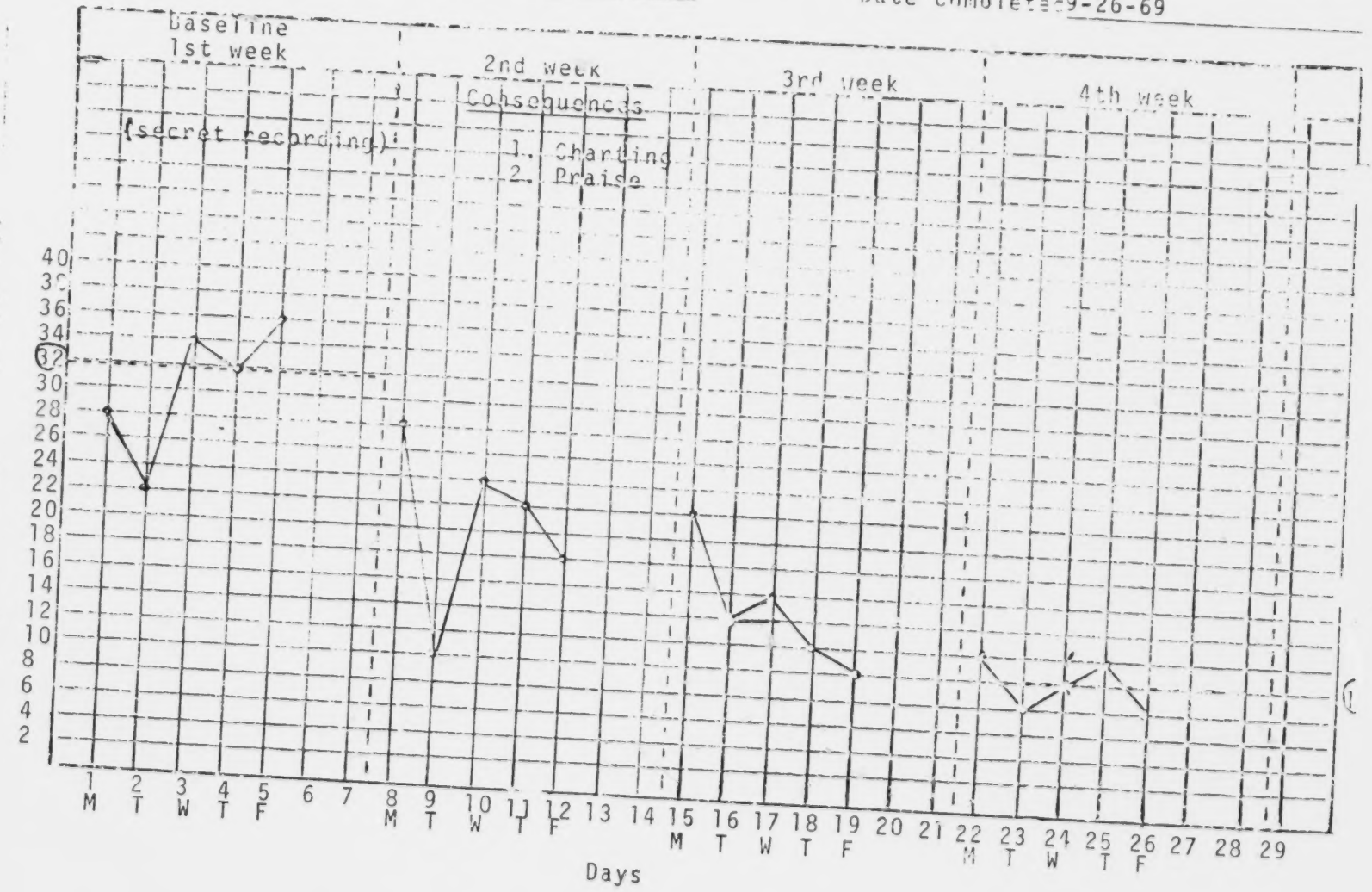
M & M J.B.

Teacher's Name Goodteacher

Group Number 1

Date Started 9-8-69

Date Completed 9-26-69



Graph II: Morning Dressing Time

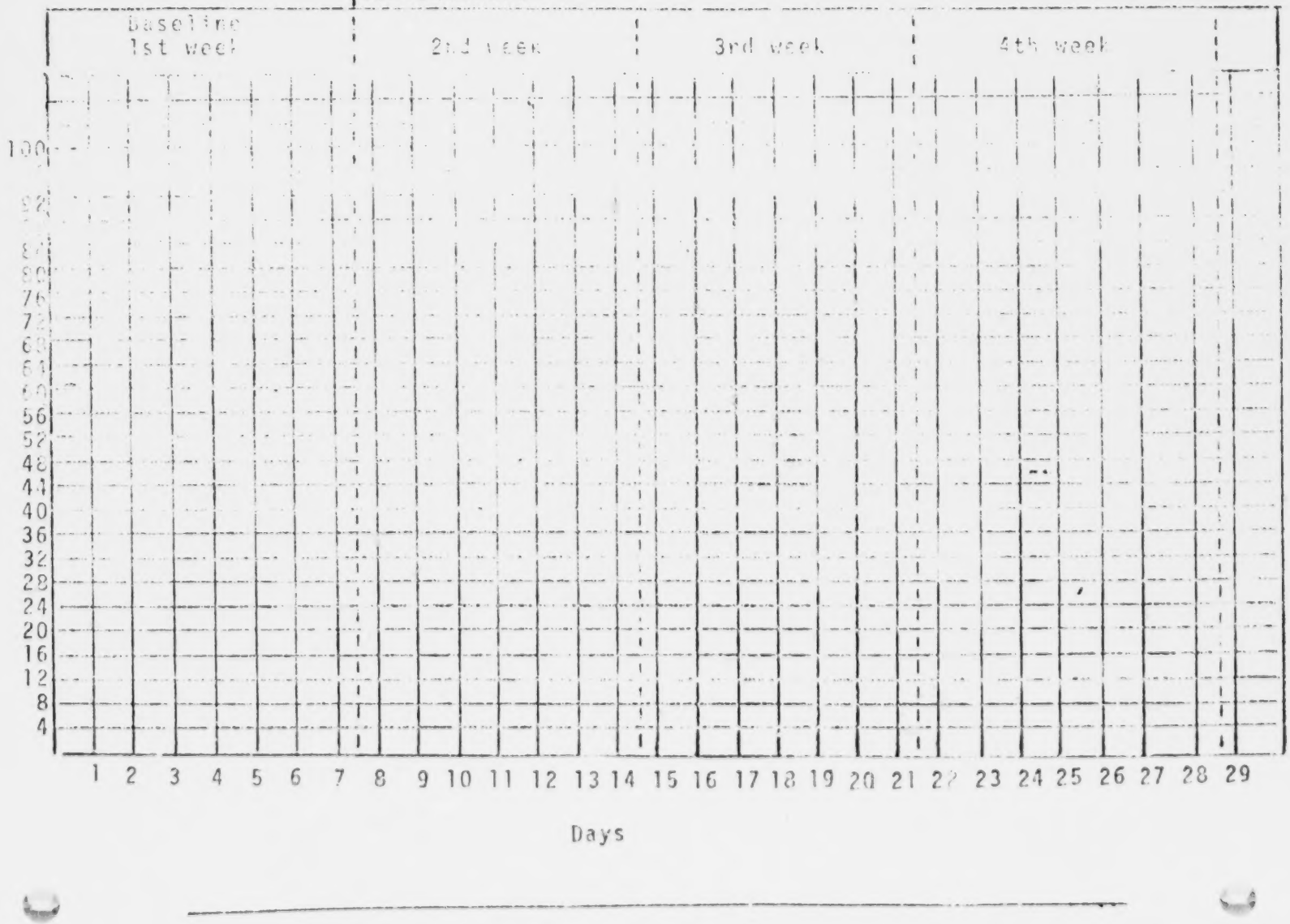
Parent Name_____ Teacher's Name_____

Child's Name_____ Age_____ Group Number_____

School_____ Date Started_____

M & M_____ Date Completed_____

Consequences:



PARENT WORKSHOP #3

I. Introduction

A. Welcome back

B. General discussion and questions

II. Procedures

A. Short Slide Presentation

1. Review first two sessions
2. Deal with some additional techniques of Behavior Management.

B. Parent Discussion Following Slides

1. Show some parent graphs on overhead.
2. Parent comments and discussion.

III. Individual Meeting with Parents

A. Make any changes or adjustment in child's program.

PARENT WORKSHOP #3
by
Morris Shrago Ph.D.
and
Gerry E. Hahn, M.S.

SLIDE AND OUTLINE	NARRATIVE
1. EMC PARENT WORKSHOP. Additional techniques in behavior management and review.	1. During this session I would like to discuss some additional techniques of behavior management. But, before beginning, I would like to review briefly some of the major points that have been discussed previously.
2. MAN AND CHART. Decide on a specific behavior that you wish to manage.	2. As you recall, the first step in managing behavior was to decide on a specific behavior that you wished to manage.
3. CHART SHOWING NUMBER OF TIMES BEHAVIOR OCCURRED. Count behavior for at least a week's period and get a baseline.	3. Once this was done, you counted that behavior for at least a week's period. This is called the baseline. The baseline is to determine where the behavior is before you begin to manage it more directly.
4. GRAPH OF BASELINE. Transfer data to a graph for a visual picture of the behavior.	4. The next step was to transfer your data to a graph so that you had a visual picture of the behavior. Once you knew where

5. CHART SHOWING BEHAVIOR AND CONSEQUENCES.

The major method of increasing or decreasing behavior is the use of consequences.

6. MOTHER RECORDING BEHAVIOR.

To see if the consequences were effective, you should keep records to be transferred to a graph.

7. MOTHER SHOWING GRAPH TO CHILD.

In about a third of the cases showing a child his graph is an effective consequence.

the behavior was, you were ready to choose a consequence to increase or decrease the behavior.

5. As you recall, the use of consequences is the major method of increasing or decreasing specific behaviors. The consequences should consistently follow the behavior.

6. In order to see if the consequences were effective, you should have kept records of that behavior and placed it on the graph you were using. You should remember that graphing is a good tool to allow you to see the behavior and how effective the consequences are.

7. In about a third of the cases with children, just showing the child his progress on the graph is an effective consequence. But, you should remember that behavior management does not mean just graphing behavior; graphing is only one part of behavior

	management and only one kind of consequence.
8. FATHER AND SON SMILING. Social approval can be most effective kinds of consequences.	8. There are many other kinds of consequences. Especially forms of social approval such as praise, hug and kiss, pat on the back, recognition and compliments can be most effective if given following the behavior.
9. SON FROWNING AT FATHER. Because of past experiences, social approval may not be very effective.	9. For some children, consequences such as praise or a hug my not be very effective because of a child's past experiences.
10. ANGRY MOTHER AND DAD. Parents may be angry because their child does not respond to social approval.	10. Parents may be disappointed or angry because their child does not respond to this type of social approval but if this is the case, then parents need to accept the fact that it doesn't work and try other types of consequences.
11. FATHER CHOKING SON. You cannot force your child to work for praise.	11. You can't force your child to want to work for praise and so if it doesn't seem to work, then you must try something else at first to get the behavior

12. MOTHER REASONING WITH DAUGHTER.

Many parents have tried reasoning.

13. MOTHER LOOKING IN CEDAR CHEST.

May need to look for more effective consequences.

14. BATHING BEAUTY.

May need to use something very real and concrete at first.

15. MOTHER GIVING SON CANDY. These are called material rewards.

started. It really does no good for parents to say, "Well, he should work for praise or he should do it just because it is expected of him;" the fact is he isn't doing it and therefore the parents need to find something else.

12. I'm sure that many of us as parents have tried to talk with our children and reason with them and found that it hasn't worked.

13. Rather than to continually argue with your children and still not have the behavior changed, it is much more effective to search for and to use more effective consequences to get the behavior started. At first, a person may need something very real and concrete that he can touch, or hold such as:

14. Pause

15. A toy or candy. These are called material rewards.

16. MOTHER HOLDING RULER OVER CHILD.

Many children have been lectured to by their parents for not behaving appropriately.

16. Many children who have been lectured to by their parents for not behaving appropriately or who failed repeatedly at behaviors

17. CHILD DOING SCHOOL WORK AT TABLE.

Some children may not find pleasure in school work itself or praise.

17 such as school work usually do not find pleasure or reward from the behavior itself, or from praise.

18. MOTHER GIVING CHILD A MATERIAL REWARD.

External rewards may be needed at first.

18. Because of this, an external reward must sometimes be used in the beginning to encourage the behavior.

19. CARTOON--BOY IN FRONT OF T.V.

Some parents feel material rewards are wrong and the child will expect them to keep coming.

19. Many parents feel it is wrong to give material rewards or consequences to a child; they feel the child will expect these rewards to keep coming and won't do as you expect just because it is right to do so without a reward. This need not be the case.

20. STICKMAN DRAWING.

Children learn to move away from external rewards when they come to enjoy the behavior.

20. A child learns to move away from these external rewards as soon as he comes to enjoy the behavior for its own sake or gets into the habit of doing the behavior.

21. CHILD RECEIVING TREAT FOR STUDYING.

Parents may need to give external rewards to begin study habits.

21. For example, you may find it necessary at first to reward your child with a treat and praise after he has completed his homework each evening because you have found that praise alone is not effective.

22. CHILD RECEIVING PRAISE FOR HOMEWORK.

A child learns to enjoy behavior for its own sake.

22. After you have used this material reward of a treat together with praise for a few weeks, you will probably find that you can eliminate the treat and praise alone will be effective; later he may need only occasional praise.

23. HANDS THROWING BIASES IN WASTBASKET.

Put away biases about material rewards for now.

23. So, put away your biases if you have them about material rewards. If these seem to be the consequences that will work for now, use them. You won't have to have to keep using them on and on in the future as your child learns to enjoy the behavior and as he learns to find other rewards that are not material.

24. CHILD BRUSHING TEETH.

Managing routine behavior.

24. Especially if you are interested in managing routine behavior

such as carrying out the trash, making beds, brushing teeth,

25. CHILD DOING HOMEWORK.
Rules should be set up for routine behavior.

25. doing homework and so on, it is a good idea to set up rules which can be followed.

26. RULES.
Clear, reasonable and enforcable.

26. Rules should be clear, reasonable and enforceable if you expect your child to follow them. You yourself probably have your own personal rules such as brushing your teeth before breakfast, cleaning the house every Thursday morning or washing on Saturday morning.

27. PRINT OUT OF RULES SHOULD BE CLEAR.
What do we mean that a rule should be clear?

27. What do we mean that a rule should be clear?

28. PRINT OF UNCLEAR A D CLEAR RULES.
(Unclear) Remember to get your studies or (clear) study from 5:30 to 6:30 p.m.

28. An example of an unclear rule is for a parent to say: "Remember to get your studies". This rule is not very clear because the rule has not been well defined. In the example, it would have been much better to say, "You have from 5:30 until 6:30 to do your homework".

29. PRINT OF RULES SHOULD BE REASONABLE.

Unreasonable to have child study three hours.

30. CHILD ASLEEP AT TABLE.

May have this behavior.

31. PRINT OF UNREASONABLE AND REASONABLE RULE.

Instead of studying three hours, allow one hour each night.

32. PRINT OF RULE BEING ENFORCEABLE.

Should have some way to control the rule.

33. CHILD WATCHING T.V.

If can't enforce, a child may not study at all.

34. GIRL HOLDING CHART ON RULES.

Parents must be consistent in setting up consequences.

29. You should also make sure that the rule is reasonable. For example, it would be very unreasonable to say to your seven year old daughter, "You have to study from 7:00 until 10:00 p.m.

30. Rules like this may result in this type of behavior.

31. A more reasonable study rule would be: "Study time is from 6:30 to 7:30 each night instead of for three hours mentioned above".

32. And a rule should be enforceable. If you tell your child that he is supposed to study each night from 6:30 to 7:30 p.m. and no one is at home to see if he studies,

33. you may have no way of enforcing the rule, and so your child may not study at all.

34. But most important, when you set up a rule, at least at first, there should be consistent rewards arranged if the child follows the

35. CHILD AT DINNER TABLE.

Child playing with food at dinner table.

36. CHILD WATCHING SISTER EAT DESSERT.

No television or dessert for breaking rule.

37. CHILD HANDING BOOKS TO MOTHER.

Television can be a good consequence for doing studies.

38. CARTOON--SHOWING A RULE MAKER MACHINE.

Parents make many rules but don't enforce them consistently.

rule and consistent unpleasant consequences for failing to follow the rule.

35. For example, if the rule is no playing with the food at the dinner table and your child breaks the rule, you would want to consistently apply a consequence.

36. That is, no television time or no dessert. On the other hand, if your child does follow the rule and behaves at the dinner table, you should praise him or give some type of pleasant consequence such as dessert, a consequence that naturally follows.

37. Some parents make television time a consequence by having children earn it by doing their studies.

38. Parents often make many rules, but don't consistently enforce them. That is, parents may say to their children, "Study time is from 5:30 to 6:30." Sometimes parents enforce this rule but at other times the rule goes unenforced.

39. CHILD REFUSING TO LOOK AT BOOKS.

Children like to test parents' rules.

39. As you know, many children will test their parents to see if they mean what they say by breaking the rule. If the rule is "Study from 5:30 to 6:30" then even one miss should result in an enforcement of this rule by some consequence such as missing T.V. or to bed early. Of course the rule should only apply when your child has something to study. If he has no homework or only needs a few minutes to do his homework, you whould not make him study for the whole hour.

40. CARTOON--FATHER SHOUTING AT SON.

Be sure the child understands it is his behavior that is bad, and that he is not losing the parent's love.

40. It is important that your child does not think he is losing your love when you use unpleasant consequences. It is enough for the child to know that you disapprove of his behavior but you do not disapprove of him; that you still love him but you don't love his behavior. The best rule is to be firm but not angry.

41. MOTHER AND CHILDREN AT DOOR.

Can't go out and play if didn't finish homework.

41. For example, a parent might say to a child, "You can't go out and play with the other children now because you didn't do your homework; that's the rule".

42. PARENT SHAKING CHILD.

No need to tell child you won't love her for bad behavior.

42. There is no need to say, "I won't love you if you are this way" or "You're a terrible, naughty girl for not doing your homework".

43. CHART OF SUMMARIES.

Consequences after the behavior and consequences applied consistently.

43. In summarizing, two points should be stressed:

1. It is important that when we present both pleasant and unpleasant consequences they should be presented as soon as possible after the behavior has occurred. This way the child connects the pleasant or unpleasant consequence with that specific behavior.

2. The consequences should be consistently applied at first until the behavior becomes well established.

PARENT'S NAME_____ GROUP NUMBER_____

CHILD'S NAME_____

RECORDING SHEET

DESCRIBE THE BEHAVIOR YOU ARE RECORDING_____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							
WEEK 5							
WEEK 6							

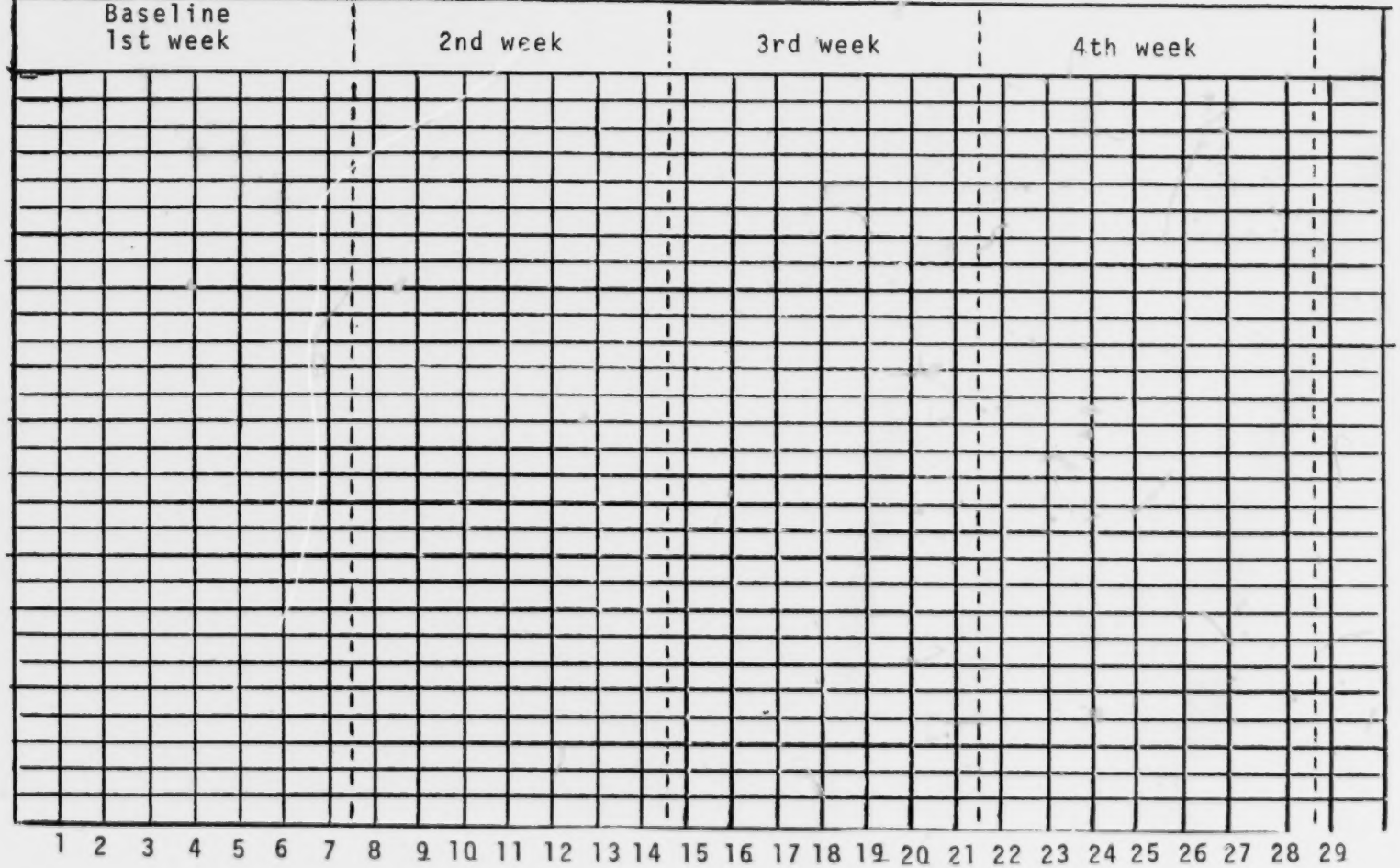
Parent Name_____ Teacher's Name_____

Child's Name_____ Age_____ Group Number_____

School_____ Date Started_____

M & M_____ Date Completed_____

Consequences:



_____

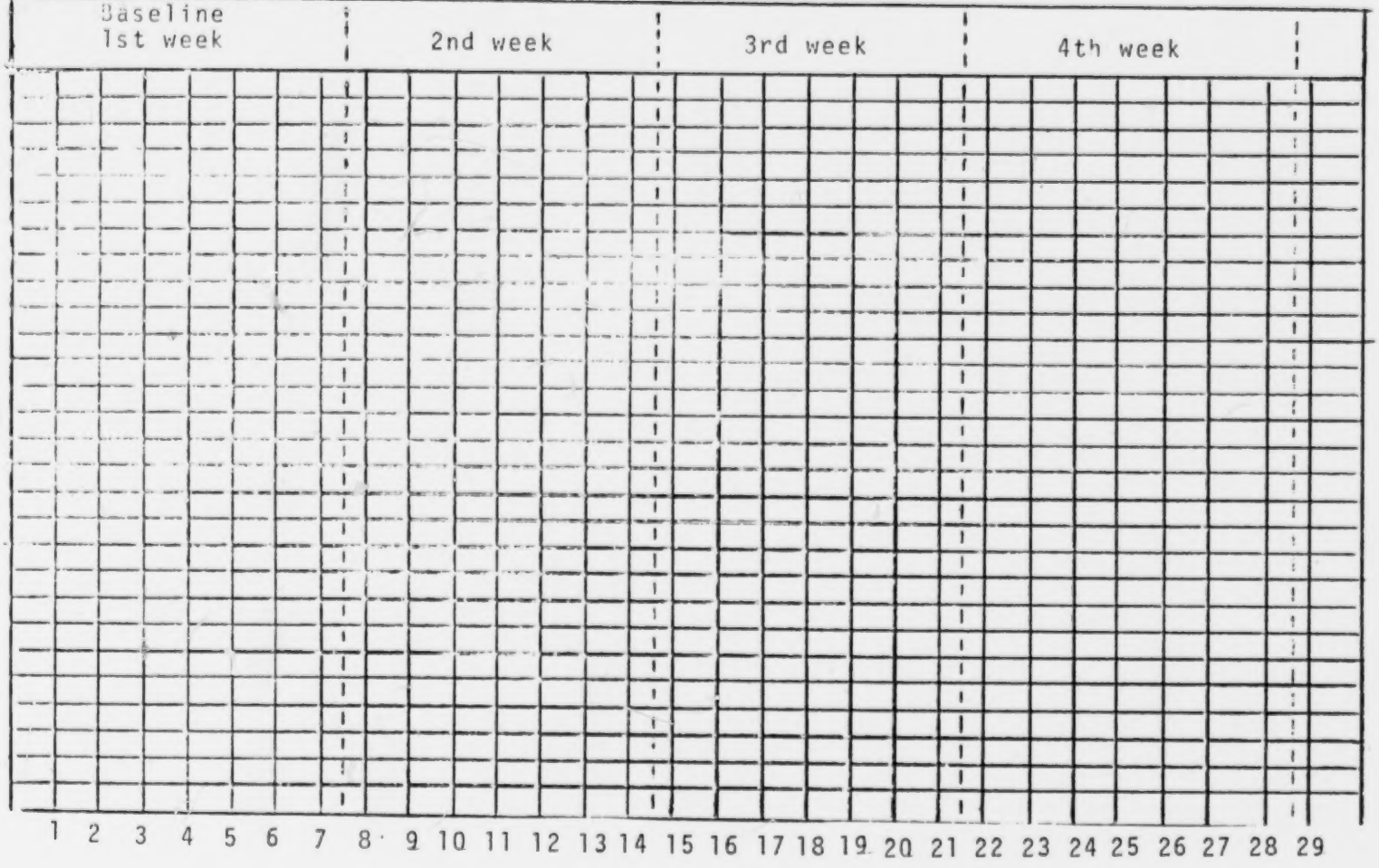
Parent Name _____ Teacher's Name _____

Child's Name _____ Age _____ Group Number _____

School _____ Date Started _____

M & M _____ Date Completed _____

Consequences:



BEHAVIOR MANAGEMENT IN THE HOME

INTRODUCTION:

This is an example of behavior management completed in the home of Mr. and Mrs. Goodparent. The Goodparent's son, Lamar, was referred to the EMC by his teacher because he was having learning problems in the classroom. Lamar received a battery of educational tests which pinpointed his problem areas. It was decided that the parents might do some things at home to help with his educational progress.

TARGET BEHAVIORS:

Target Behavior I: The educational tests revealed that Lamar knew only three of the forty-five, Level I, basic addition facts. For instance, in order to answer 2 + 3 = ? he found it necessary to count on his fingers although he should have had these facts memorized by now. The following home-study plan was initiated:

A set of flash cards containing the 45 basic facts (showing problem with answer on one side, reversing to problem only) were checked out to the parents from the EMC Materials Laboratory.

Step 1 - The cards were arranged in mixed order. The parents took the top three cards and gave them to Lamar to study the first evening. Lamar was told by his parents to study the three basic facts on the cards until he felt that he knew them and could give an oral response without hesitation. During the study time, they told Lamar to use the following procedure:

1. Look at the side of the card which gives the answer and repeat it silently to himself two or three times.
2. Next, close his eyes and repeat the problem, giving the answer to himself silently. For example, "three plus two equals five".
3. Then from memory, write the problem with the answer, on a piece of paper.

He practiced these steps until he felt that he could give the correct answer when the problem card was flashed to him. Next the parents flash-presented the cards to Lamar. If he could answer all of the cards correctly, that would conclude the first night of study. If he was not able to answer all three facts correctly, he was asked to go back and study them some more until he felt that he could get them correctly.

Step 2 - On the second night, Lamar was given three new cards to go along with his three previous ones. He now had six basic addition facts to learn. He would follow the same study procedures using all six facts and would ask his parents to flash the six cards when he felt that he could answer them correctly. Each night, three additional cards were added until all the 45 basic facts were known. The parents were instructed to have Lamar study on these cards only on school night, not on weekends. The parents rewarded Lamar with praise for correct answers and allowed him to graph or chart his progress. Graph Number I shows Lamar's progress as he studied the basic math facts.

Target Behavior II: During the first in-service meeting, the parents indicated that Lamar was spending an unusual amount of time in the morning getting dressed for school. They wanted to manage this behavior so that he might get dressed more rapidly in order to get off to school on time. The parents were asked to get a one-week baseline on this particular behavior. That is, without telling Lamar, each morning they recorded the number of minutes that it took him to get dressed. For this one-week period, an average of 32 minutes was required for him to get dressed. The parents and the EMC consultant felt that if Lamar charted or kept track of the time it took for him to get dressed each morning, that he might get dressed more rapidly. Therefore, each day Lamar and his parents time him and recorded the number of minutes on his graph which was kept on his bedroom door. Lamar's parents were very careful to avoid criticizing Lamar and gave him consistent praise for each sign of progress.

Graph Number II shows that by the end of the third week Lamar was averaging 10 minutes each morning getting dressed.

CONCLUSIONS:

Lamar's parents were most gratified over the results of working with these two behaviors. They said that Lamar's attitude seemed to have improved and that his enthusiasm for school had increased. In addition, his relationship with his parents had improved markedly. A follow-up interview revealed that Lamar had learned all the basic addition facts and was working with the parents at home on the basic subtraction facts. The parents indicated that they were continuing to use the behavior management techniques that they learned at the EMC parent workshops.

Parents Name Mr. and Mrs. Goodparent

Child's Name Lamar Age

School Center

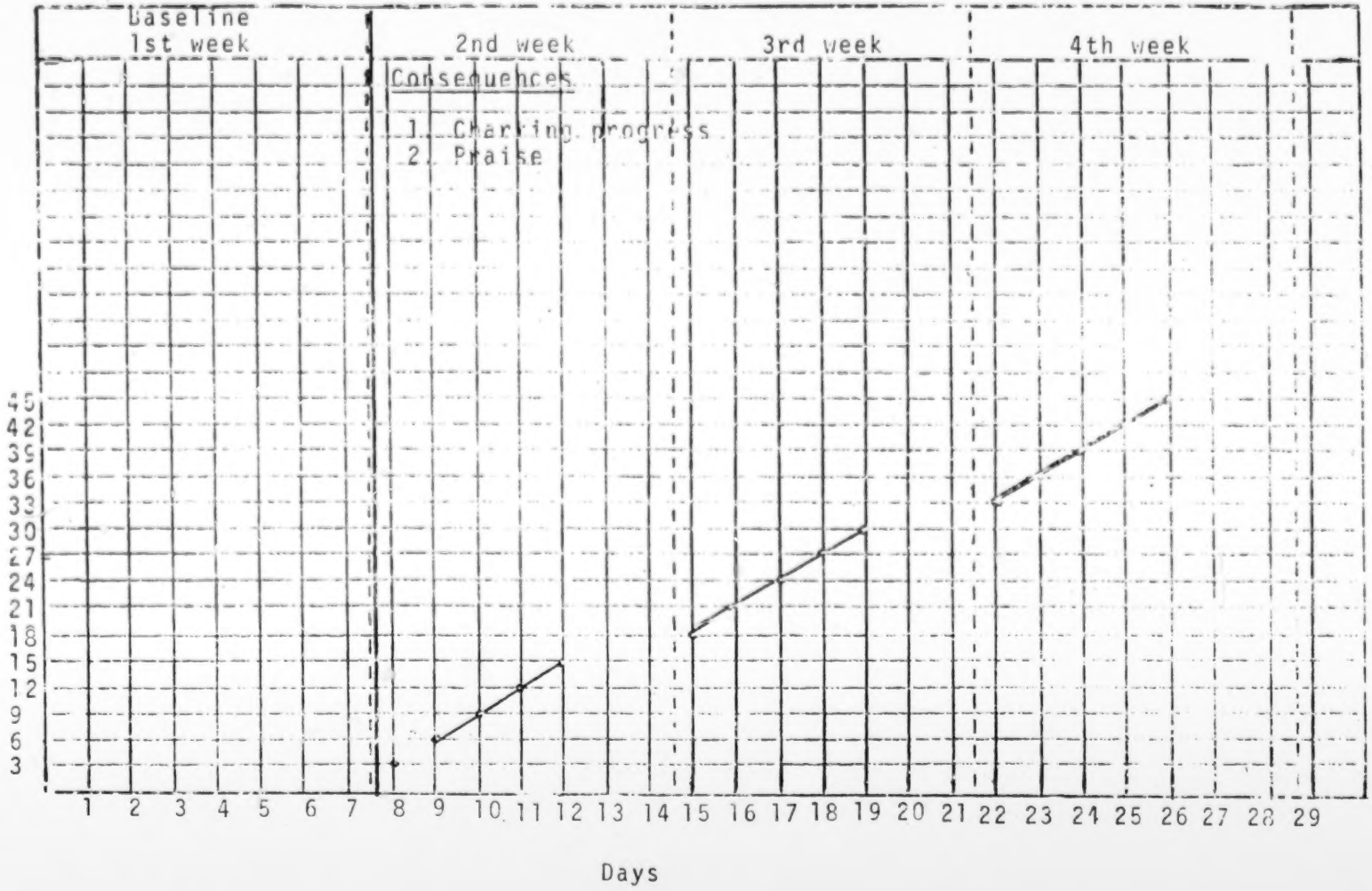
M & M J.B.

Teacher's Name Goodteacher

Group Number 1

Date Started 9-8-69

Date Completed 9-26-69



Graph I: Learning Basic Addition Facts (Flashcards)

Parents Name Mr. and Mrs. Goodparent

Child's Name Lamar Age

School Center

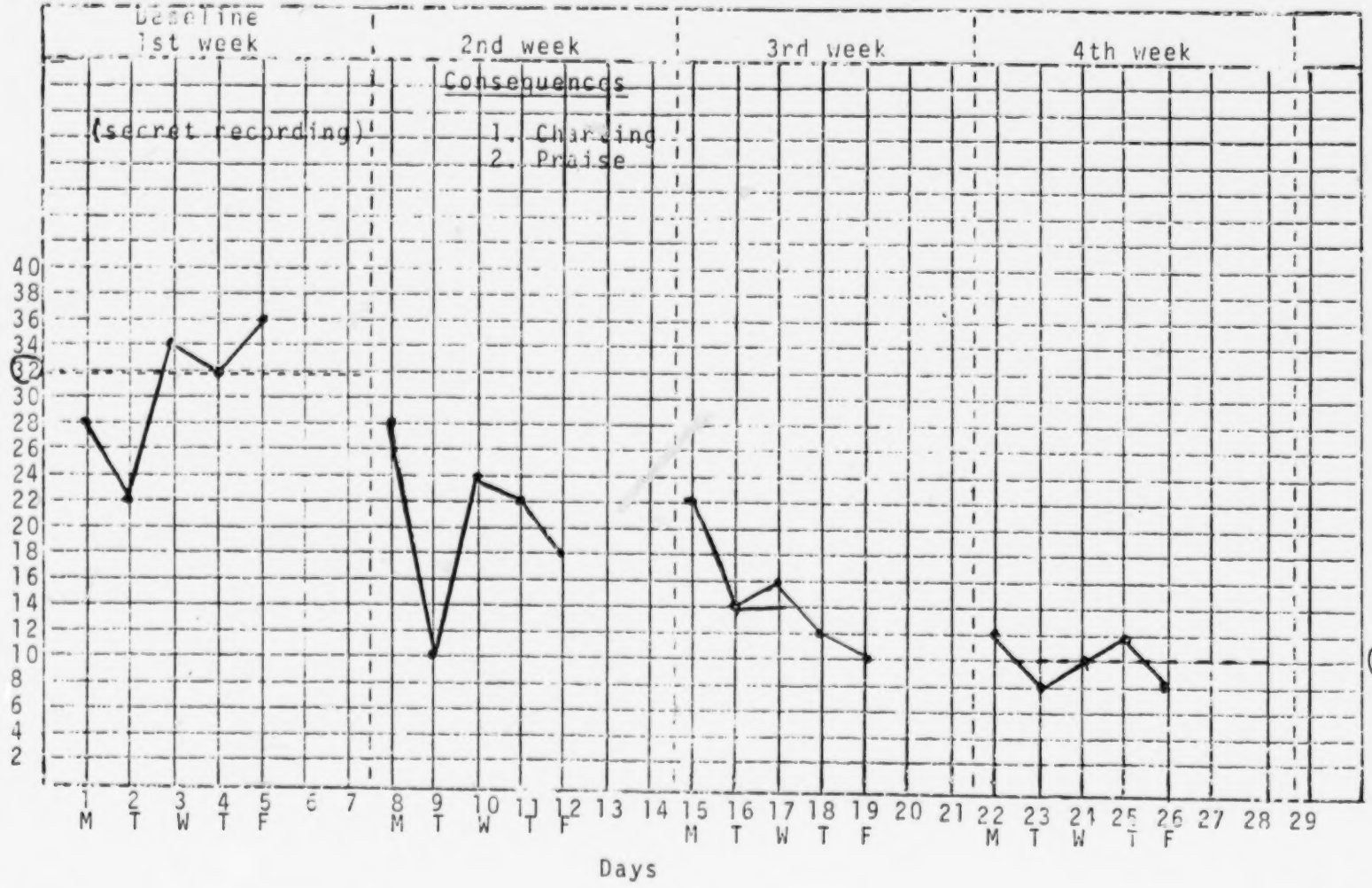
M & M J.B.

Teacher's Name Goodteacher

Group Number 1

Date Started 9-8-69

Date Completed 9-26-69


Baseline
1st week
2nd week
3rd week
4th week
Consequences
(secret recording)
1. Charting
2. Praise
Number of Minutes taken to get Dressed each day.
40 38 36 34 32 30 28 26 24 22 20 18 16 14 12 10 8 6 4 2
(32)
(10)
1 M 2 T 3 W 4 T 5 F 6 7 8 M 9 T 10 W 11 T 12 13 14 15 M 16 T 17 W 18 T 19 F 20 21 22 M 23 T 24 W 25 T 26 F 27 28 29
Days

Graph II: Morning Dressing Time

May 4, Thursday Afternoon

Title: Instructional Material & Teaching Techniques

By: Doris Welch

I Prescription Development for deficits in comprehension, blending, sound discrimination and syllabication. (see handout)
Demonstration of the following materials:

Webster's Skill Cards
Ideal tapes
Decoding for reading
S.R.A. Reading for Understanding

II Prescritive teaching techniques and instructional materials for reading (see handouts)

III Instructional material demonstration of the following materials using slides and transparencies.

Little Storehouse - Century Consult. Self-awareness Kit - Educational Inovations
Listen - Mark - Say - Appleton-Century Crofts
Bowmar Reading Series - Bowmar
Natural Science Series - Knowledge Aid
Decoding for Reading - MacMillan
Checkered Flag Series - Field Educational Publications
Audio Reader - Califone
Scholastic Reading Kit - Scholastic
Cornerstone Readers - Field Educational
New Practice Readers - McGraw-Hill
Linguistic Blocks - Scott Foresman
Gillingham Program Education Publisher Service
First Talking Alphabet - Scott Foresman
Landon Phonics - Scholastic Press
Phonics with Write and See - Appleton-Century Croft
Directional Phonics - Teaching Technology Corp.

IV Discussion and demonstration of High-Interest Low-Vocabulary Books (see handout)

V Discussion of following teaching techniques:

Remedial Instruction to correct reversal Tendencies (see handout)
Visual-motor method (see handout)
Nineteen Ways to Teach left-to-right (see handout)

NAME _____ M & M _____

GRADE 4 DATE _____

AGE _____ STUDENT NO. _____

SCHOOL _____ TEST SCORES: PRE _____ POST _____

DEFICITS	SCHOOL PRESCRIPTION (Classroom Teacher)	SCHOOL PRESCRIPTION (M&M Teaching Program)	HOME PRESCRIPTION
Comprehension	Webster's Skill Cards Book A	Decoding for Reading	
Blending	Directional Phonics (Blending)	SRA Reading for Understanding	
Sound Discrimination			
Syllabication	Ideal Tapes		

PRESCRIPTIVE TEACHING
(Compiled by Doris L. Welch)

Reading Disability	Training Technique	Instructional Materials
Blending	(1) Teach children to listen to individual sounds within words (2) Practice blending with spelling and writing (3) Begin instruction in blending with words in which the consonant has only one sound such as man, run. (4) Blend with digraphs (5) Fernold word tracing technique. (6) Picture cards are presented. The pupil uses letters to build the appropriate words and reads what he wrote. (7) Teacher gives a word sound-by-sound. The pupil writes word then reads what he wrote. (8) Blending cards are exposed while the pupil hears parallel tape. (9) Spelling words (10) Finding words within words (11) Word families	(1) Building Reading Skills, McCormick (2) Dog House Game, Kenworthy Milton Bradley (3) Phonetic Quizmo (4) Tachisto-Flash (5) Phonics workbooks (6) Gillingham material. (7) Slingerland Program (8) Directional Phonics tapes. (9) Phonics We Use learning game

PRESCRIPTIVE TEACHING
(Compiled Doris L. Welch)

Reading Disability	Training Technique	Instructional Materials
Syllables	(1) Phonetic drill cards to make new words from common syllables (2) Group Sounding Game (3) Phonetic Word Wheels (4) Rhyming words with the common syllables (5) Match pictures with the same common syllables (6) Oral practice with teacher giving words (7) Syllabication exercises in phonic workbooks (8) Make syllable puzzles and games	(1) Syllable Game - Dolch (2) Phonics workbooks worksheets (3) Worksheets with syllable activities (4) Dr. Spello (5) Conquests in Reading (6) Gillingham materials

F CRIPTIVE TEACHING
(Compiled by Doris L. Welch)

Reading Disability	Training Technique	Instructional Material
Beginning and Ending Sounds (Consonant Sounds)	(1) Simple rhymes - A child should perceive discrimination between words such as stop, top, bad, bed. (2) Give words that begin the same or repeat those words the teacher gives (3) Match letters with their sounds (4) Auditory training (5) Finger plays (6) Word differences with games, phonic activities and exercises (7) Word family activity	(1) Continental Press Materials (2) Drill tapes (3) Sesame Street (4) Rhyming Puzzle - Ideal (5) Phonic Games (6) Landon Phonics (7) Go Fish Go games (8) Worksheets (9) Quizmo - Milton Bradley (10) Tape recorders, records, Language Masters (11) Independent Word Perception Classroom World Productions (12) First Phonics, Educators Pub. Service (13) Let's Listen, Set I - Initial Consonants, Steck Vaughn

Title: Decoding for Reading

Author: Garth McAuliffe

Publisher: Macmillan Company, New York, N.Y.

Copyright: 1968

Decoding for Reading begins with the most regular relationships between visual signals and spoken sound.

Materials in the Program

1. Sixteen records, thirty-one sides of which are instructional and review units and one side contains pretests and posttests.

2. Two read along books for each student.

   A. Read along book 1, contains printed material to accompany the first sixteen recorded units. (Student corrects his own work as the answers are given on the recording, no answer book has been included.)

   B. Read along Book II, containing printed material to accompany the final fifteen recorded units. (Because the student corrects his own work as the answers are given on the recording, no answer book has been included.)

3. A Teacher's Guide, containing procedures, suggested activities, tests for each pair of units, and supplementary materials to accompany the thirty-one recorded units.

Organization of units:

All of the instructional units (except for units 29, 30 and 31 which form a block of three) are designed to be used in pairs.

Each recorded instructional unit follows the same sequence on pattern.

The following is a summary of a typical instructional unit.

1. The voice reads one of the episodes in a two-part story, inviting the student to read along silently in his book.

2. The student is introduced to the decoding signal treated in the unit. This is done through a series of questions, observations, and conclusions designed to help him discover the decoding clue. The student then practices recognizing and decoding the new signal. The voice pauses each time a response is required and then gives the correct answer immediately so that the student can check himself.

3. Some of the words in the read along story contain the decoding signal being taught. They are listed, and the student is asked to apply the decoding signal and pronounce each word. The voice pronounces the word correctly after the student says it.

4. The reviewed words are underlined in a second copy of the story which was read at the beginning of the unit. As the voice reads the story this time, it pauses before each underlined word to allow the student to attempt to decode and pronounce the word before it hears it read.

5. The voice directs the student to complete some type of secret code activity in his read along book.

The tests in Decoding for Reading are intended to be used as an integral part of the teaching process.

Procedure:

The unit introduces the three types of pauses used throughout the program (1) observational pause, during which the student is asked to take part in an inductive process to discover a clue to the code; (2) response pause, during which the student attempts to decode a particular set of symbols into a spoken word or to follow a direction before the correct response is heard; and (3) readalong pause, during which the student tries to say an underlined word in a story to himself before the recording voice says it.

DLW-5/71

PRESCRIPTIVE TEACHING
(Compiled by Doris L. Welch)

Reading Disability	Training Technique	Instructional Material
Silent Reading	(1) Have child respond silently to meaning of words (2) Follow written directions (3) Respond to questions read silently (4) Sequencing events of a story (5) Can locate source of information - index, table of contents (6) Uses references tool such as glossary and dictionary (7) Have child respond orally to the meaning of the words he has silently read (8) Pupil silently reads a phrase and/or sentence and interprets it orally, illustrates it, records his responses on tape. (9) Write simple directions on flash cards/ Have child respond to task. (10) Have child read questions silently and respond. (11) Sequencing of story by having sentences of story on strips of paper.	(1) Basal Readers (2) New Alphabet Approaches (3) High-Interest Low-Vocabulary books (4) Linguistics (5) Phonics (6) Programmed Reading (7) EDL controlled Reader filmstrips (8) Craig Reader. Film and booklet. (9) Social Studies and Science materials.

Reading Disability	Training Technique	Instructional Material
Oral Reading	(1) Check understanding of materials read orally. (2) Ask child to explain verbal passages (3) High interest, appropriate reading level materials (4) Tapes - record stories (5) Written directions for child to follow (6) Phrase reading (7) Build sentences and stories (8) Dramatize story or play (9) Read to child and have child explain (10) Tell story and record (11) Read story and record (12) Tell story, write it, and read it (13) Use flannel board for building sentences and stories (14) Recount events in proper sequence	(1) Sentence Builder - Bradley (2) Tape recorder (3) Continental Press Reading (4) Flannel board (5) Basal readers (6) Linguistic programs (7) Programmed readers (8) ITA (9) High Interest-Low Vocabulary (10) Scholastic Individualized Reading (11) Random House Pacesetters (12) Prime-O-Tec

PRESCR''TIVE TEACHING

(Compile[illegible] Doris L. Welch)

Reading Disability	Training Technique	Instructional Materials
Word Recognition and Vocabulary	(1) Basic sight words, Dolch, and various graded word lists (2) Adequate training in auditory and visual perception of word elements (3) Label concrete objects (4) Picture cues in sentence context (5) Simple concepts in short sentences (6) Use flash cards of sight words (7) The Language Master to help train in auditory and visual perception of words (8) Label objects (9) Word teaching games (10) Peabody Picture cards (11) Puppets for talking time to help develop better syntax (12) Subject describe ob jects. Magazine pictures descriptive paragraph. Short stories.	(1) Language Master and Cooks Bell-Howell (2) Group Word Teaching Games, Garrard (3) Dolch Popper Words - Garrard (4) Dolch Phrase Cards - Garrard

PRESCRIPTIVE TEACHING
(Compiled by Doris L. Welch)

ING DIFFICULTY	OBSERVABLE CLASSROOM BEHAVIOR	TRAINING TECHNIQUES	INSTRUCTIONAL MATERIALS
Comprehension and recognition difficulties	Failure to understand the text because of difficulty in word meaning in conversation Small meaning vocabulary as a basis for attacking reading Inability to get meanings of unfamiliar words as met in reading Difficulty in word recognition, even in case of words previously encountered Inability to analyze words into their natural recognition and pronunciation parts Inability to derive meaning from apparently known words. (Tan) Inability to attack new words independently Lack of recognition of abstract words in isolation. Substitution and insertions. Repetitions caused by word difficulties and regressive eye movements Inability to recognize thought units Failure to comprehend long complex sentence structure because of short perception span Failure to comprehens because of the difficulty of the material Failure to comprehend paragraph or story continuity because of short attention span and lack of ability to concentrate	Develop meanings of very simple words, through conversations and explanations. Transform the language to one the child can understand. Explain words, meanings, and usage. Give training in word meaning; prefixes,suffixes, root words, vocabulary based on specific subjects, etc. Give drills on words related in meaning such as antonyms, syonyms, action words, etc. Provide guided, meaningful dictionary study. Include new words in conversation and explain meanings before they are met in the text. Provide concrete experiences with unfamiliar words. Dramatize or picture word meanings whenever possible. Provide a picture dictionary reference. Use matching exercises. Teach phonetic analysis and syllabication. Use context clues. Use same word in different environment. Group words according to their phonetic similarities. Divide compound words. Find little words in big words. Provide dictionary training. Select descriptive words, action words, etc. Relate words to a concrete experience as a basis for understanding. Prove a definite purpose for reading.	E.D.L. Controlled Reader Program Iowa Reading Films Scott Foresman Basic Reading Books & Workbooks Prentice-Hall Be A Better Reader Diagnostic Reading Workbook - Merrill Bloomfield's Let's Read MacMillan Reading Spectrum Phonetic Keys to Reading - Economy Lippincott Reading For Meaning Readers Digest Skill Builders S.R.A. Reading Kits S.R.A. Kaleidoscop of Skills McCall-Crabbs Literature Samples S.R.A. Reading for Understanding

PRESCRIPTIVE TEACHING
(Compiled by Doris L. Welch)

READING DIFFICULTIES	OBSERVABLE CLASSROOM BEHAVIOR	TRAINING TECHNIQUES	INSTRUCTIONAL MATERIALS
Comprehension and Recognition difficulties (continued)	Overconsciousness of mechanics Lack of sufficient attention to detail Inaccurate comprehension due to excessive play of the imagination Guessing at meaning Lack of sufficient speed to make mental fusion possible. Too much speed to the detriment of comprehension Inability to profit by punctuation Inexpressive oral reading. Misplaced emphasis in expression Inability to relate reading to previous experiences and to think independently Inability to think logically in response to questions Inability to organize material reading Inferiority complex and lack in self-confidence Lack of interest and inattention Inability to sequence Retelling story following series of directions, remembering order of letters, order of words Can recount or discuss what he has read. Inability to get the main idea:(a)pictures(b)titles, (c)recalling Inability to read critically (a)drawing conclusions (b)predicting, (c)making inferences	Develop visual aids, phonetic analysis, and context clues. Use picture clues. Use words in context. Keep meaning attached. Provide drill on exercises requiring accurate shades of meaning. Give specific questions to guide silent reading. Have child formulate questions based on his own silent reading. Point out the specific difficulty and the importance of accuracy. Provide easier material. Have child read silently for meaning before reading orally. Cover what has already been read. Eliminate word difficulties before the oral reading. Give phrase drill. Find phrases in content in answer to specific questions. Provide material with phrases or thought units marked or spaced. Reduce to simple sentences. Combine two or more simple sentences into a compound or complex sentence. Gradually increase the perception span through interesting, easy, highly motivated materials. Reread for a different meaning. Read to the child and carry the thought through for him.	Tactics in Reading Websters New Practice Readers Programmed Readers Listen & Think tapes & workbook - E.D.L. Basal Reading Programs Craig Reader Programs Tachomatic 500 and Reading Programs Reading Essential Series -Steck-Vaughn Reading PaceSetters Random House IMED Reading Program Selma Herr Imperial Reading Program - Imperial Products Inc. Listening Skill Program Tapes & Records S.R.A. Prime-O-Tec Tape-record-books Doubleday & Co. Barnell-Loft Specific Skills

NG DIFFICULTIES	OBSERVABLE CLASS-ROOM BEHAVIOR	TRAINING TECHNIQUES	INSTRUCT. MATERIALS
Comprehension and Recognition difficulties (continued)	Inability to organize information Failure to locate details	Adjust material to the pupil's ability. Help him decipher the meaning. Provide a definite single purpose for reading. Reproduce orally, pictorially or in writing, what has been read. Arouse interest by raising questions, starting a story and leaving a child to finish alone. Gradually increase the length of assignments. Read for thought. Check on comprehension. Eliminate mechanical drills. Assign specific directions to be carried out. Provide intrinsic drill where differences in choice of words completely change the meaning. Provide exercises in which absolute accuracy is the aim. Provide other outlets for the vivid imagination. Ask specific fact questions. Distinguish between quoting and creating. Use exercises demanding accurate word discrimination. Provide exercises with unexpected content or ending. Eliminate true-false, yes-no, or other types of checking devices which permit guessing. Have the child read to prove a point. Make child conscious of the need for improvement. Reduce speed drills on easy material.	

PRESCRIPTIVE TEACHING
(Compiled by is L. Welch)

RL NG DIFFICULTIES	OBSERVABLE CLASS-ROOM BEHAVIOR	TRAINING TECHNIQUES	INSTRUC AL MATERIALS
Comprehension and Recognition difficulties		Work for accurate shades of meaning. Ask thought provoking questions. Train pupils to locate descriptions, humorous passages, character sketches, etc. Have them read to verify a fact or prove a point. Use spontaneous dramatization. Provide an experience or call to mind a related experience. Use series of related questions designed to lead thinking through a series of logical steps. Begin with simple questions and gradually increase difficulty. Have children make lists from silent reading. Have them make lists of series of events in order of occurence. Make success possible by providing easy material. Recognize it when it occurs. Provide easy, interesting material. Provide strong motives. Shorten the recitation period. Gradually increase the length of period as interest and attention are gained. Find out what the child is interested in and capitalize on it.. Give the child an individual responsibility.	

PRESCRIPTIVE TEACHING
(Compiled by Doris L. Welch)

READING DIFFICULTIES	OBSERVABLE CLASSROOM BEHAVIOR	TRAINING TECHNIQUES	INSTRUCTIONAL MATERIALS
Comprehension and Recognition difficulties (continued)		Reread the same selection for a different purpose. Keep time charts as objective evidence of improvement. Drill with phrase and sentence flash cards or the metron-o-scope. Teach skimming or gain a single point. Stress thought-getting. Check on comprehension. Eliminate time pressure. Give specific points to look for. Teach the meanings and uses of punctuation marks. Provide practice exercise in their use. Show examples where punctuation makes a difference. Practice oral reading and dramatization with emphasis on expression of meaning as indicated by punctuation marks. Motivate the reading. Get meaning through silent readings first. Make the child aware of his responsibility for imparting meaning to an audience. Remove copies of material being read from the audience. Develop conversational tones. Use dramatizations. Show the child both the good and the bad examples for comparison. Try to interpret the character by the tone of voice. Reread the same material in response to different questions.	

PRESCRIPTIVE TEACHING

(Compiled by Doris L. Welch)

ING DIFFICULTY	OBSERVABLE CLASSROOM BEHAVIOR	TRAINING TECHNIQUES	INSTR ONAL MATERIALS
Comprehension and Recognition difficulties (continued)		Point out the value of and necessity for careful work. Limit time for specific tasks. Give individual assignments. Provide copy-proof seat work. Commend success. Put child in a position of leadership.	

PRESCRIPTIVE TEACHING
(Compiled by Doris L. Welch)

SPECIFIC LEARNING DISORDER	OBSERVABLE CLASSROOM BEHAVIOR	TEACHING TECHNIQUES	INSTRUCTIONAL MATERIAL
Auditory Discrimination	When the child is unable to hear and to associate and relate sounds to objects and printed words. Failure to distinguish between similar sounds as: bit - bet. Cannot say another word that begins with the same sound as the word pronounced by the teacher.	Provide activities which focus on one auditory stimulus. Association of gross sounds with a pictorial representation of that sound. Tape difficult words and compare the sounds. Awareness of sounds in environment.	Auditory Imagery; Tapes Unlimited. Auditory Training-DLM Alphabet, Beginning Consonant Sounds, Tapes Unlimited. Reading Readiness Workbook in Auditory Discrimination; Follett. Peabody Language Development Kit, American Guidance Service. Developing Auditory Awareness and Insight, IMED. Hear-Hear & Read, Random House Michigan Language Program. Listen-Hear Books

PRESCRIPTIVE TEACHING
(Compiled by Doris L. Welch)

Reading Disability	Training Technique	Instructional Materials
Auditory Discrimination	(1) Listen to sounds in everyday surroundings. (2) Identify one sound from many. (3) Match Sounds (4) Listen for Sounds in Words (5) Tell what sounds two words have in common. (6) Determine beginning sounds. (7) Training in following directions and syntax. (8) Identification of gross sounds. (9) Training in following verbal directions. (a) Direct one task at a time (b) Use very short sentences (c) Utilization of visual clues and pictures (10) Use auditory activities in the Peabody Language Development Kit. (11) Present work in a structured isolated fashion. (12) Demonstration of materials read aloud to him by choosing the correct word from several presented auditorily to replace a word from a sentence. (13) Play games to help child follow directions. (14) Play games to distinguish between words that sound alike and those which sound differently. (15) Identify familiar sounds. (16) Recite - finger plays, riddles and rhymes. (17) Use tape recording or records (18) Phonetic drills. Have child practice repeating after teacher--the sound.	(1) Sights and Sounds - Random House (2) Sounds for Young Readers - Educational Activities (3) Peabody Language Development Kits. American Guidance Series. (4) Talking Time - McGraw-Hill. (5) Phonics and Reading workbooks. (6) SRA Listening Skills. (7) Auditory Stimulator - Educational Performance Assoc. (8) Auditory Discrimination in Depth, Teaching Resources. (8) Auditory Discrimination in Depth, Teaching Resources. (9) Talking books (10) Language Master (11) Listening games

233

Reading Disability	Training Technique	Instructional Material
Beginning and Ending Sounds (Consonant Sounds)	(1) Simple rhymes - A child should perceive discrimination between words such as stop, top, bad, bed. (2) Give words that begin the same or repeat those words the teacher gives (3) Match letters with their sounds (4) Auditory training (5) Finger plays (6) Word differences with games, phonic activities and exercises (7) Word family activity	(1) Continental Press Materials (2) Drill tapes (3) Sesame Street (4) Rhyming Puzzle - Ideal (5) Phonic Games (6) Landon Phonics (7) Go Fish Go games (8) Worksheets (9) Quizmo - Milton Bradley (10) Tape recorders, records, Language Masters (11) Independent Word Perception Classroom World Productions (12) First Phonics, Educators Pub. Service (13) Let's Listen, Set I - Initial Consonants, Steck Vaughn

PRESCRIPTIVE TEACHING
(Compile Doris L. Welch)

Reading Disability	Training Technique	Instructional Material
Vowel Sounds	(1) Teach long vowel sounds (2) Teach short vowel sounds (3) Give child a key word with the sound of the short vowel in the initial position (4) Use words with the short sound of the vowel in the initial position (5) Use worksheets to review the sounds of the vowels (6) Vowel games	(1) Vowel Lotto - Garrard (2) Magic cards - Ideal (3) Phonics worksheets (4) Independent Word Perception, Classroom World Productions. (5) Phonics in a Nutshell (6) Phonics We Use Learning Games (7) Phonetic Keys to Reading (8) Phonics We Use, Lyons & Carnahan (9) Speech-to-Print Phonics (10) Working With Sounds, Barnell Loft (11) Dr. Spello (12) Conquest in Reading

235

PRESCRIPTIVE TEACHING
(Comp by Doris L. Welch)

Readi Disability	Training Technique	Instructional Materials
Blending	(1) Teach children to listen to individual sounds within words (2) Practice blending with spelling and writing (3) Begin instruction in blending with words in which the consonant has only one sound such as man, run. (4) Blend with digraphs (5) Fernold word tracing technique. (6) Picture cards are presented. The pupil uses letters to build the appropriate words and reads what he wrote. (7) Teacher gives a word sound-by-sound. The pupil writes word then reads what he wrote. (8) Blending cards are exposed while the pupil hears parallel tape. (9) Spelling words (10) Finding words within words (11) Word families	(1) Building Reading Skills, McCormick (2) Dog House Game, Kenworthy Milton Bradley (3) Phonetic Quizmo (4) Tachisto-Flash (5) Phonics workbooks (6) Gillingham material. (7) Slingerland Program (8) Directional Phonics tapes. (9) Phonics We Use learning games

PRESCRIPTIVE TEACHING
(Compiled by Doris L. Welch)

Reading Disability	Training Technique	Instructional Materials
Syllables	(1) Phonetic drill cards to make new words from common syllables. (2) Group Sounding Game (3) Phonetic Word Wheels (4) Rhyming words with the common syllables (5) Match pictures with the same common syllables (6) Oral practice with teacher giving words (7) Syllabication exercises in phonic workbooks (8) Make syllable puzzles and games	(1) Syllable Game - Dolch (2) Phonics workbooks, worksheets (3) Worksheets with syllable activities. (4) Dr. Spello (5) Conquests in Reading (6) Gillingham materials

PRESCR[illegible]TIVE TEACHING

(Compile[illegible] Doris L. Welch)

Reading Disability	Training Technique	Instructional Material
Speed	Practice different rates for different purposes. Practice phrasing.	1. SRA Reading Kits 2. McCall-Crabbs Standard Test Lessons 3. Readers Digest Reading Skill Builders 4. SRA Better Reading Books 5. Reading Rate Controller (pacer) 6. Shadowscope Pacer 7. Rateometer Pacer 8. Iowa Reading Films 9. Flash-X - EDL 10. Tachistoscope 11. Delacato Stereo Reader

NINETEEN WAYS TO TEACH LEFT TO RIGHT

1. Make two large posters, one with a big arrow pointing right, the other with an arrow pointing left. Hang them at the front of the room, with the right-pointing poster at the far right and the other at the far left. Distribute old magazines and workbooks and ask the children to look for pictures of animals and people facing left and right. See if they can paste each picture on the appropriate poster.

2. Establish a classroom rule requiring that a child's name appear in the upper lefthand corner of his work papers, whether you write it or he is able to do it himself.

3. Capitalize on your pupils' knowledge of the traffic light colors in making experience charts that teach left-to-right. Here's how: Write the first word of each line in green (for go) and the last in red (for stop). Tell the children that every time they get to a red word they have to stop and make their eyes find the next "go" word.

4. Place animal cutouts on the left edge of a flannelboard. On the right place items of food that animals like (a bone for a dog; a bowl of milk for a cat, etc.). Give each child a chance to "feed" animals by moving them from the left to the appropriate food items.

5. Use the "winners right" technique at game time. For example: let's say the children are tossing bean bags at a waste basket. Pupils who make a basket go to the right, and those who miss go to the left.

6. Draw a frog on the chalkboard with a pond at the right and rocks in between. Paste a paper frog on the end of a pointer. A child uses the pointer to make the frog "hop" to the pond.

7. Use the classroom calendar as a left-to-right teaching tool. Point out that the days are recorded from left to right.

8. Cut a supply of arrows and the letters "L" and "R" from pressure-sensitive tape. Stick two arrows, one pointing left and one right, on the corner of each desk (or at each place at a table). Label appropriately with "L" or "R".

9. On heavy posterboard, draw a house and a school in the relative positions shown in the illustration. Put in a zig-zag route line. Have each child make a doll by cutting a figure from a mail-order catalog or an old magazine and pasting it onto a pipe cleaner body. Have the children take turns moving their dolls from home to school.

10. Distribute drawing paper and show the children how to fold it into a series of squares. Have them make a potato print in each square. Make sure they work from left to right in each row.

11. Make "mirror-image" flashcards--for example, a card showing a boy facing left is matched with a card showing a boy facing right. Distribute one set and display their opposites at the front of the room. Pupils find the mates to their cards.

12. Play "Permission Please." Give instructions like "John, take four steps to the right" or "Lucy, hop on your left foot six times." The child named must ask "May I have permission, please?" before he carries out the instructions.

13. Play wash day. Have the children make cutouts of clothing items from cloth or paper scraps. String a piece of clothesline across a corner of the room. Have the children take turns hanging the "wash" in left to right order. (If your pupils are learning to distinguish letters of the alphabet, print a letter on each cutout.)

14. Have the class do a group mural depicting the events of a typical school day in a series of panels. Stress the fact that the mural is "growing" toward the right.

15. Make a pocket chart inserting in the various sections such objects as a comb, toothbrush, soap wrapper, etc. A child removes the items from the pockets, one at a time, working from left to right, naming each as he does.

16. Whenever you erase words or sentences from the board, begin at the left and work toward the right.

17. Fill cake pans with sand. Let the children take turns tracing their names in the sand.

18. Divide a duplicator master sheet into blocks, with at least five squares across the sheet. Using broken lines, make a row of A's, a row of B's and so on. Have the children trace over the broken-line letters. Make sure they work from left to right in each row.

19. Ask the children to illustrate a story. Paste the drawings in left-to-right order on a strip of posterboard and make a drawing-size cardboard picture frame. Let a child use the frame to highlight each picture sequence in retelling the story.

May 5, 1972

Title: Q-SORT

By: Dolph Welch

I Introductory Remarks

Values of self-concept scales

Behavior rating scales

Self-concept scales

II Use of Select-ed Target Behavior (Q-Sort)
(See attachment)

III Simulated administration of the Target Behavior Kit

A. For the child

B. For the teacher

C. For the parent

(see attachment)

POSSIBLE USES OF THE SELECT-ED TARGET BEHAVIOR

1. Child sorts his "real" and "desired" self: This allows the child the opportunity to select his own Target Behaviors for modification.

2. Teacher sorts child: This allows the educator to evaluate the child's Behavioral needs and to chart his progress.

3. Psychologist, counselor or itinerant teacher sorts child: This allows an "outside" view of child's Target Behaviors.

4. Parent sorts child: Each parent can sort the child. This allows the parents to find Target Behaviors that they agree or disagree on.

5. Teacher-Parent comparison of Target Behaviors can be discussed. Included in this discussion should be the child's own Target Behavior from his sorting.

6. Measure the specific Target Behavior sensitivity.

7. As a diagnostic tool used to write a Behavior Modification program.

8. As a pre and post evaluation of a Behavior Modification program.

CHILD Q-SORT

Q-SORT INSTRUCTIONS GIVEN FOR "REAL" SORT:

Roger Kroth, Ed. D.

In front of you is a board with twenty-five squares on it. Around the board are twenty-five cards with a statement about you on each card. The squares on the board have different titles. The top square says, "most like me," the next square says, "very much like me," the third, "like me," fourth, "a little like me," fifth, "undecided," sixth, "a little unlike me," seventh, "a little more unlike me," eighth, "very much unlike me," and the ninth, "most unlike me."

Now, I will read the statements to you and I would like for you to place each one on the board in the position that it best describes you. There is only one card for each square. You may move the cards if you wish and if you have any questions, please ask.

Q-SORT INSTRUCTIONS FOR "IDEAL" SORT:

Now, we are going to clear the board and start all over again. This time I would like for you to place the cards on the squares that tell how you wish you could be. Do you have any questions?

1 MOST LIKE ME

2 VERY MUCH LIKE ME

3 LIKE ME

4 A LITTLE LIKE ME

5 UNDECIDED

6 A LITTLE UNLIKE ME

7 UNLIKE ME

8 VERY MUCH UNLIKE ME

9 MOST UNLIKE ME

2

CHILD

1 I AM GOOD IN MY SCHOOLWORK	2 I CAN'T SEEM TO KEEP MY MIND ON MY SCHOOLWORK	3 I DON'T HAVE A GOOD BODY SHAPE	4 I AM SHY	5 I DON'T LIKE SCHOOL
6 I CAN TAKE A JOKE ON MYSELF	7 I CAN'T TALK WELL IN FRONT OF A GROUP	8 I JOIN IN WHAT THE GROUP IS DOING	9 I AM GOOD LOOKING	10 I GET EXCITED AND UPSET EASILY
11 I HAVE POOR HEALTH	12 I UNDERSTAND THE KIND OF PERSON I AM	13 I LOOK ON THE BRIGHT SIDE OF THINGS	14 I AM A LEADER	15 I KEEP ON WORKING UNTIL MY WORK IS FINISHED
16 I DON'T LIKE ARITHMETIC	17 I AM UNPOPULAR	18 I HAVE CONFIDENCE IN MY OWN ABILITIES	19 I LIKE READING	20 I AM AN UNHAPPY PERSON
21 I CAN'T MAKE UP MY MIND	22 I AM CLUMSY	23 I AM AFRAID TO TAKE CHANCES	24 MY PARENTS EXPECT TO MUCH OF ME	25 MY PARENTS LET ME DECIDE THINGS FOR MYSELF

TEACHER

1 TALKS OUT OFTEN	2 SCORES HIGH IN MATH	3 SMILES FREQUENTLY	4 OUT OF SEAT WITHOUT PERMISSION	5 PAYS ATTENTION TO WORK
6 SCORES HIGH IN READING	7 DOES WELL IN SPELLING	8 OFTEN TAPS FINGER OR PENCIL	9 DOES NOT MAKE NOISES	10 FOLLOWS DIRECTIONS
11 SCORES HIGH IN ENGLISH	12 ROCKS IN CHAIRS	13 POKES OR HITS CLASSMATES	14 GETS WORK DONE ON TIME	15 TIPS CHAIR OFTEN
16 READS WELL ORALLY	17 THROWS OBJECTS IN CLASS	18 PLAYS WITH OBJECTS WHILE WORKING	19 TALKS TO CLASSMATES OFTEN	20 ASKS TEACHER QUESTIONS
21 DISTURBS NEIGHBOR	22 HAS "C" AVERAGE	23 DISTURBS WHOLE CLASS	24 USES FREE TIME TO READ OR STUDY	25 TALKS ONLY WITH PERMISSION

4

TEACHER (ALTERNATE)

Table 1

Items on the Behavioral Q Sort
Elementary Level

1. Gets work done on time.
2. Pokes or hits classmates.
3. Out of seat without permission.
4. Scores high in spelling.
5. Plays with objects while working.
6. Scores high in reading.
7. Disturbs neighbors by making noises.
8. Is quiet during class time.
9. Tips chair often.
10. Follows directions.
11. Smiles frequently.
12. Often taps foot, fingers or pencil.
13. Pays attention to work.
14. Works slowly.
15. Throws objects in class.
16. Reads well orally.
17. Talks to classmates often.
18. Scores high in English.
19. Talks out without permission.
20. Rocks in chair.
21. Scores high in arithmetic.
22. Asks teacher questions.
23. Uses free time to read or study.
24. Works until the job is finished.
25. Walks around room during study time.

NOTES

PARENT Q-SORT

My child _____

1 Does assigned chores	2 Does his homework on time	3 Goes to bed without problems	4 Comes home when he should	5 Argues with parents
6 Has friends	7 Likes school	8 Cries or sulks when he doesn't get his own way	9 Throws temper tantrums	10 Likes to watch TV
11 Likes to read	12 Plays alone	13 Eats between meals	14 Is overweight	15 Is destructive of property
16 Gets ready for school on time	17 Makes own decisions	18 Chooses own clothes	19 Is unhealthy	20 Fights with brothers and sisters
21 Has a messy room	22 Responds to rewards	23 Does acceptable school work	24 Is a restless sleeper	25 Stretches the truth

Q-SORTS RECORD FOR .

Name of Subject:_____ Sex:____ Date Tested:_____

Address:_____ Phone:_____ Date of Birth:_____

School:_____ Teacher:_____ Grade:____ Age:_____

Name of Examinee:_____ Relationship to Child:_____

Card No.	Column No. S-1	Column No. S-2	D	D^2
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
			Σ =	

$$r = 1 - \frac{\Sigma D^2}{200}$$

Friday Morning, May 5

Title: How to Use Readability Measures

By: Doris L. Welch

I Workshop participants were given instruction on how to apply the following readability formulas.

A. Fog index (see attachment)

B. Smog index

C. Fry index

D. T. R. S. Calculator

II Participants selected one of the readability formulas and checked the reading level of sample pages in the reading and math text being used in their classrooms.

READABILITY INDEX

Robert Gunning

Fog Index for determining readability levels.

1. Take a passage of about 100 words. Divide the total number of words by the number of sentences. This gives average sentence length.

2. Count the words having three (3) or more syllables. Do not count (a) capitalized, (b) combination, or (c) verbs with suffixes.

3. To get the Fog Index, total the two (2) factors above and multiply by four-tenths (.4).

May 5, Friday Morning

Title: Participant Administration of the EMC Informal skill Test

By: Lamoine Miller

During this hour, each participant in each group, paired off with another participant in the group and practiced administering and scoring the EMC Skills Test. This activity was provided so that participants would become more familiar with the various subtests on the informal test. Also, any questions related to the administration and scoring of the informal test could be answered before the participants left the Special Study Institute.

Title: Task Analysis

By: Dolph Welch

I Introductory remarks (see attached cards)

II Participants were introduced to the:

A. format of task analysis
B. Descriptive analysis sheet of specific material
C. Directions for implementing material
D. Simulated task analysis form

III Participants were paired and asked to play a game that was provided. Participants were required to complete the task analysis format sheet providing the : teaching objective, student performance expectation, steps in performing the task and the type of learning task required.

Task analysis may be considered as one of the components of "Clinical Teaching". Other components of clinical teaching will treat with the analysis of the student and his environment.

1. Title:

2. Publisher:

3. Teaching Objective:

4. Student Performance Expectations:

5. Steps in Performing the Task	Type of Learning Task Required

FORMAT..... Games and Aids

DOCUMENT NUMBER 1305

READING LEVEL.. _____

SHELF NUMBER _____

COST..... $36.00

DESCRIPTIVE ANALYSIS SHEET

TITLE: Digraph Hopscotch (Phonics We Use Learning Games) Kit 2

AUTHOR: Heilman, Arthur, Helmkamp, Ruth, et.al.

PUBLISHER: Lyons and Carnahan

COPYRIGHT: 1968

NARRATIVE: Digraph Hopscotch is the sixth game in the series of ten. According to the publishers it is appropriate for grades 1 through 3 and for remedial work in the upper grades. This game is designed to give the child practice in initial and final digraph sounds and symbols including the *ng* digraph. This game provides a variation and placement of the digraph drill which commonly occurs in the ng sound. Included in the game is a sheet of directions which gives instrutions for playing the game. Suggestions are made for adapting Digraph Hopscotch to your particular group. Phonics hints are also included in the instruction sheet. Other games to play with Digraph Hopscotch are suggested. Initial and final digraphs on the playing board for Digraph Hopscotch are represented by picture. These pictures should be readily identified by the children playing the game. Words identifying the pictures are listed on the instruction sheet. These words are in the speaking vocabulary of most children of the early primary level. For a preliminary or supplemental activity the teacher may pronounce the words and have the children repeat them. This provides auditory drill of these phonic elements and also aids the children playing the game to think of other words that would end with consonant digraph sounds. After the teacher makes certain that the children recognize the pictures used in the game and understand the directions for playing the game, little direct supervision is required. This game may not be purchased separately, but in the Learning Games Kit Two. A teacher's manual accompanies the entire kit.

TITLES WITHIN SERIES:

Old Witch
Spin a Sound
Bing a Bang
Blends Race
Digraph Whirl
Digraph Hopscotch
Vowel Dominoes
Spin Hard, Spin Soft
Full House
Syllable Count

© 1971 by Select-Ed, Inc.

THE BEHAVIORAL APPROACH

This approach to task analysis concentrates on operational analysis of a task to state specific behavioral objectives so that learning experiences can be designed to direct a child to reach these objectives. The important questions behind curriculum planning with this approach are: (1) What specific educational tasks are important for the child to learn? (2) What are the sequential steps in learning this task? and (3) What specific behaviors does the child need to perform this task? An educational objective is operationally determined. Reading may be the objective which is operationally defined as pronouncing certain words. The desired educational task is broken up into small component parts or sequential steps: i.e., learning certain initial consonants, short vowels, blending certain sounds into words. Finally, specific desired behaviors of the child are determined for each step.

Valett (1969) specified 53 operationally defined tasks that are developmentally grouped into six learning areas: gross motor development, sensory-motor integration, perceptual-motor skills, language development, conceptual skills, and social skills. The Distar programs for reading, arithmetic, and language (Engelmann and others 1969) are built upon this view of teaching.

The basic philosophy of the behavioral approach to task analysis is summed up in a set of principles formulated by Engelmann (1969, p. 37):

1. Educational objectives must be stated as a series of specific tasks.
2. Everything that follows - the analysis, the development of specific teaching presentations, and the teacher's behavior must derive from the objective tasks.
3. The analysis must be made by noting every concept needed for successful performance of the tasks.
4. Tasks that teach these concepts must be specified.

5. Each presentation designed to teach a given concept must admit of one and only one interpretation.

6. For clarity and maximum feedback of information from the performance of children, the program should be designed so that the child learns one new concept at a time.

7. The teacher must infer from the children's performance whether they have mastered a concept; she must provide appropriate remedies for children who have developed misconceptions or inadequate formulations of a given concept. She must recognize that she deals only in concepts and that the child's responses must be interpreted in terms of concepts.

8. The program must be evaluated in terms of whether the children meet the various criteria of performance specified by the objectives.

This behavioral approach to task analysis is one outgrowth of behavioristic psychology (Skinner 1963).

ANALYSIS OF TASK PRESENTATION AND RESPONSE

Another approach to task analysis has been suggested by Johnson (1967). Two aspects of the task the child is expected to accomplish are analyzed: the manner of the presentation of the task and the expected mode of response. These two aspects are then considered in relationship to the child's success or failure in performing the task.

The task can be analyzed in a number of ways: (1) What perceptual channels are required in order to receive the presentation and perform the task? These channels could be auditory, visual, kinesthetic, or tactile in nature. (2) Is a single sensory-perceptual system needed, or is a cross modal shifting from one sensory system to another required? (3) Is the task primarily verbal or nonverbal in nature? (4) Does the task require social or nonsocial judgments? (5) What skills and levels of involvement (perception, memory, symbolization, conceptualization) are required?

If a child fails a task, then, the teacher analyzes whether failure is due to the manner of presentation or to the mode of response expected, and the teacher probes for the factor that accounts for the failure.

For example, two spelling tasks might differ significantly in presentation and mode of response: one spelling test might require the pupil to underline the correct spelling from among four choices, and another might require the child to spell orally a word spoken to him. The visual-memory, language, and motor requirements of these two spelling tasks are quite different.

As another example, two pictures in a workbook exercise represent a ball and a rake. The teacher orally asks the child to circle the one that rhymes with bake. If the child had to understand language, including the meaning of rhyme and circle, follow directions, and have good visual perception of the two-dimensional graphic representation of objects on the page. The mode of response was motor. Prerequisites for performing the task included previous knowledge of and experience with the items represented by the pictures, an adequate auditory memory of the sounds of the words represented by the pictures and the words spoken by the teacher, the skill to compare words and identify rhymes, and the motor ability to draw a circle. Failure to complete the task could have been due to a lack of any of these requirements.

In another task, the child is required to match a printed geometrical form with one of three choices by circling the matching form. This task, a common one in readiness tests and exercises, can be analyzed as being on the perceptual level, nonverbal, and nonsocial. The presentation is visual, and the response is motor.

The use of such task analysis in examining workbooks and test materials often reveals that the name of the exercise has little to do with the skills required to understand and perform the task. Clinical teaching requires the ability to understand the elements of the task and to compare these with the abilities of the child.

DIGRAPH HOPSCOTCH

EQUIPMENT

Playing Board

Die with single, double, and triple spots repeated

Marker of different color for each player

NUMBER OF PLAYERS: Two to Six (or more)

HOW TO PLAY

1. Each player starts turn by throwing the die.
2. Player moves marker on board the number of picture spots indicated by the number on the top side of die.
3. Player must say the name of picture in space indicated. Before placing market on space, player must also say one other word beginning or ending with the same digraph sound. Word should not be name of pictures appearing on playing board.
4. If player is unable to give word with matching initial or final digraph sound, he moves back one space, says name of picture, and gives matching initial or final digraph word for it. If still unable to give matching word, procedure is repeated once again, but player then remains on that space.
5. In following Rule 4, if player moves back beyond the first space, he starts over again at his next turn.
6. A matching word should not be used more than once.
7. Player who first reaches center of board is winner.

1. Title: Digraph Hopscotch (Phonics We Use Learning Games) Kit 2

2. Publisher: Lyons & Carnahan

3. Teaching Objective: to give practice in initial and final digraphs sounds and symbols including the ng digraph

4. Student Performance Expectations: Identify pictures and say other words beginning or ending with the same digraph sounds.

5.

Steps in Performing the Task	Type of Learning Task Required
1. Identify pictures	1. Visual and auditory memory
2. Manipulate pieces a. count dots on the die b. count spaces on the board	2. Gross motor a. counting b. counting; directional orientation
3. Identify picture in space landed on	3. Visual and auditory memory
4. Say another word beginning or ending with the same digraph sound (a word not used before and not shown on board)	4. Auditory discrimination auditory memory listening